

THE SCHOOL JOURNAL

16 JEFFERSON ST.,
ELIZABETH, N. J.

OFFICE AT
266 WABASH AVE., : CHICAGO
250 DEVONSHIRE ST., BOSTON

61 EAST NINTH ST.,
NEW YORK CITY

Entered as Second Class Matter at the Post Office, at Elizabeth, N. J.—Published weekly, except first two weeks in August.

Vol. LXXI., No. 25.

DECEMBER 30, 1905.

\$2.50 A YEAR
SIX CENTS A COPY

A SCHOOL REQUIREMENT and HOW TO MEET IT



The Teaching of Kindness to Animals is Required by Law in Many States, and is Becoming More General.

Do You Have Difficulty in Securing Books Which Present This Subject Properly?



THERE can be no better way to teach kindness to birds and animals than by means of Supplementary Reading, which thus is made to fulfill a double purpose. Besides affording excellent practice in reading, such books make the child familiar with our common animals, describing their traits and habits, and giving many curious and interesting incidents that have actually occurred in the lives of pets. These facts brought out in the form of delightful stories impress young minds more deeply than direct ethical lessons. The varied uses of birds and animals are so explained and emphasized that the enthusiasm of the pupil is at once aroused and he is led unconsciously to form the idea that it is his duty to protect and foster every dumb creature.

The books listed below are, in large part, devoted to birds and animals. Each volume is written in a simple, interesting style, and most of them are attractively illustrated from original drawings and photographs. The grading given is not arbitrary, but each book can be used to advantage either in the grade preceding or in the grade succeeding the one designated.

The use of these books will meet satisfactorily the requirements of school laws relating to the humane treatment of animals.

Bartlett's Animals at Home (For Third Year) . . .	\$0.45
Bradish's Stories of Country Life (For Third Year) . . .	.40
Holder's Stories of Animal Life (For Fifth Year) . . .	.60
Johonnot's Book of Cats and Dogs (For Second Year) . . .	.17
Johonnot's Friends in Feathers and Fur (For Third Year) . . .	.30
Johonnot's Neighbors with Wings and Fins (For Fourth Year) . . .	.40
Johonnot's Some Curious Flyers, Creepers, and Swimmers (For Fifth Year) . . .	.40
Johonnot's Some Neighbors with Claws and Hoofs (For Sixth Year) . . .	.54
Kelly's Short Stories of Our Shy Neighbors (For Third Year) . . .	.50
Lockwood's Animal Memoirs. Part I. Mammals (For Seventh Year) . . .	.60

Lockwood's Animal Memoirs. Part II. Birds (For Seventh Year) . . .	\$0.60
McCullough's Little Stories for Little People (For First Year) . . .	.25
Monteith's Familiar Animals and Their Wild Kinred (For Third Year) . . .	.50
Monteith's Living Creatures of Water, Land, and Air (For Fourth Year) . . .	.50
Monteith's Some Useful Animals (For Fourth Year) . . .	.50
Needham's Outdoor Studies (For Fifth Year) . . .	.40
Pyle's Stories of Humble Friends (For Fourth Year) . . .	.50
Pyle's Prose and Verse for Children (For Fourth Year) . . .	.40
Simms's Child Literature (For First Year) . . .	.30
Walker's Our Birds and Their Nestlings (For Sixth Year) . . .	.60

SEND FOR ILLUSTRATED PAMPHLETS ON SUPPLEMENTARY READING AND NATURE STUDY

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Dallas San Francisco



TRANSLATIONS

Interlinear

Hamilton, Locke and Clark's

Good Type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Sides—Price Reduced to \$1.50, postpaid. Send for sample pages

Catalogue Free—Send for one.

DAVID McKAY, Publisher, 1022 Market St., Philadelphia

Literal

The Best Translations

New Copyright Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket—Price, postpaid, 50 cents each.



"Black Knight"

No. 6310

A round, Yellow Polished Pencil, containing an Exceptionally Fine, Large, Soft, Black, Durable Lead

An Excellent Drawing Pencil

EBERHARD FABER, New York

INCORPORATED 1851

MASSACHUSETTS MUTUAL
LIFE INSURANCE COMPANY, SPRINGFIELD, MASS.

JOHN A. HALL, President

WM. W. McCLENNON, 2d Vice-President

HENRY M. PHILLIPS, Vice-President

W. H. SARGENT, Secretary

December 31, 1904

ASSETS	\$37,071,298	SURPLUS	\$3,300,622
LIABILITIES	33,770,675	INSURANCE IN FORCE	192,874,119

Since its Organization the Company has Paid to its Policyholders in
 DEATH CLAIMS . . \$27,241,872.57 ENDOWMENTS MATURED, \$4,494,549.00
 DIVIDENDS PAID AND CREDITED, \$13,015,119.88

Policyholders received in Annual Dividends during 1904, \$941,827.00

How to Teach Manuals

This series of books gives in compact form the latest and best methods of teaching. They are written from a schoolroom standpoint and contain just the help teachers need. Each, flexible cloth cover, 25 cents.

- | | |
|--|---|
| 1. Kellogg's—How to Manage Busy Work. | 11. Seeley's—How to Teach Primary Arithmetic |
| 2. Kellogg's—How to Teach Botany. | 12. Payne's—How to Teach Butterflies and Bees. |
| 3. Latta's—How to Teach Paper Folding and Cutting. | 13. Elson's—How to Teach U. S. History. |
| 4. Kellogg's—How to Teach to Read. | 14. Kellogg's—How to Teach Writing. |
| 5. Kellogg's—How to Make Charts. | 15. Codd's—How to Teach Constructive Work in Primary Schools. |
| 6. Payne's—How to Teach Minerals. | 16. Payne's—How to Teach About Aquatic Life. |
| 7. Payne's—How to Teach Birds. | 17. Payne's—How to Teach About Trees. |
| 8. Payne's—How to Teach Bugs. | 18. Kellogg's—How to be a Successful Teacher. |
| 9. Kellogg's—How to Teach Fractions. | |
| 10. Kellogg's—How to Teach Clay Modeling. | |

Sent postpaid to any address on receipt of 25 cents each.

These and hundreds of books for teachers are fully described in our 150-page catalogue, sent free to any address.

UNITED EDUCATIONAL CO.
61 EAST NINTH STREET, NEW YORK

Pears'

Most soaps clog the skin pores by the fats and free alkali in their composition.

Pears' is quickly rinsed off, leaves the pores open and the skin soft and cool.

Established in 1789.

NOW READY:

Teaching of Current Events in School--- a little folder showing how it may best be accomplished. Free for the asking.

United Educational Co.

61 East Ninth Street, New York

FRENCH

BERCY'S TEXT-BOOKS

for teaching French

are used everywhere. Send to the publishers for copies for examination

WILLIAM R. JENKINS
851 and 853 Sixth Ave. NEW YORK

WE ARE MORE THAN PLEASED WITH THEM

This was said of **ESTERBROOK'S PENS**

SLANT, MODIFIED SLANT, VERTICAL

THE SPECIAL REASON, THEIR EASY WRITING QUALITIES

Ask Stationer

THE ESTERBROOK STEEL PEN MFG. CO. 26 JOHN STREET, NEW YORK
WORKS: CAMDEN, N. J.

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXI.

For the Week Ending December 30, 1905

No. 25

Copyright, 1905, by United Educational Co.

The Child on Entering School.

By JOHN M. TYLER.

One of the most interesting lectures in the course now being given before the Twentieth Century Club of Boston was delivered on Dec. 9, by Prof. John M. Tyler. The subject dealt with the characteristics and needs of the average child on entering school. As reported in the *Boston Transcript*, he said:

We are attempting to solve the problem of the development of men and women of power, as well as of knowledge; for we need such as leaders. We have found, I believe, that the first essential of power, and almost the only one which can be realized during childhood, is a vigorous and healthy growth promoted by exercise of the right kind and amount. We have seen that such growth of the internal organs and of the brain to a large extent, is best promoted by muscular exercise.

We will now study the physical conditions and characteristics of the child entering school. Our first question is: What organs are in the stage of growth when they most need exercise? Then we will ask what kind of exercise will best foster the growth which we so much desire. The boy at six weighs about forty-five pounds; the girl is a little lighter. They have increased sixfold in weight since birth, and have attained about one-third of the adult weight. Their height is about 44 inches, twice that at birth, and two-thirds of the height at sixteen. Trunk and legs are both gaining in length, the legs somewhat the more rapidly. Chest-girth increases rapidly at six, but soon slackens. The stretching period has begun.

Since birth the heart has gained in weight only one-half as fast as the body, which is taller as well as heavier. It is not keeping pace with the work demanded of it. The heart is small in capacity and the arteries are large, the blood-pressure is low. This favors growth rather than energy. The lung capacity is gaining rapidly, but this increase also will soon slacken. The brain has attained nine-tenths of its adult weight. The sensory areas and those controlling the heavier muscles are fairly mature. Those for the finer muscles are less advanced. The association areas are very immature, hardly beyond the stage of pure growth. The muscular strength of arms and legs is about one-fourth or one-fifth as great as at sixteen. The legs seem to be gaining somewhat faster than the arms.

The child of six requires for its food about one-half as much albumen and starch, and about four-fifths as much fat as the adult takes for three times his weight. Thus the child needs nearly twice as much food and water, and produces twice as much carbonic dioxide and heat per pound weight as the adult. He has one pound of weight for each inch of height, while the boy of nineteen has two; and the ratio of chest girth to height is not much more favorable. Expenses are gaining on the income very fast. Between six and nine the strength of squeeze with the hand increases much more rapidly than the area of the cross-section of the muscles of the forearm. Bryan and Gilbert have both noticed a marked increase at six and eight in the power to

tap rapidly on an electric key. Gilbert observed that the liability to fatigue is greater at eight than at seven or nine. Christopher had also called attention to this fact. Hence it has been called the "fatigue year" by several careful observers. All these facts suggest the recent addition of new material somewhere in the motor portions of the nervous system, but in a part controlling the forearm. If this view is correct it gives us a useful point of departure for reckoning the time of rapid growth of other centers. Those of shoulder and thigh are almost certainly more precocious, those of the fingers less so.

Mortality is steadily declining. Morbidity is low at six, rises sharply, often fifty per cent., at eight, and continues to rise with one or two fluctuations until thirteen or fourteen in the boy, and even later in the girl.

The child at seven is in the first transition period. It still retains somewhat of the large nutritive powers and of the rapid growth of infancy. The stretching period is beginning. His habits are changing. He is emerging into a larger world. We must not forget that this is the period of preparation against the pubertal metamorphosis, the lean years so soon to follow.

His condition emphasizes the need of hygienic surroundings suited to promote health and general growth. He must have plenty of plain food, of air, sunshine, and sleep. Light, air, and suitable desks at school are an absolute necessity. Eyesight is easily injured, and curvature of the spine may be started. The lower grades need the most carefully constructed and hygienic buildings. They are far more susceptible to bad condition than the older pupils of the high school.

The interests of the child suggest to us what portions of the brain most crave exercise. Superintendent Taylor, in a study of children's hopes, tells us that trades are most popular between seven and nine. An occupation dealing with tools, plants, or animals appeals most strongly to the younger boys. Many dwell with evident delight on details of farm life. Young carpenters and masons confess their ambition to make a house. More boys between seven and ten wish to be railroad men, firemen, and policemen than between eleven and fourteen. Nearly all children regard handicraft with great favor. Until the age of eleven or twelve they look forward with bright anticipations to the time when they may do manual labor. I have given Superintendent Taylor's words as far as is consistent with condensation.

The kindergarten child was quieter, more inclined to exercise his sensory organs. This period is predominantly motor. Children are anxious to learn the use of everything, and ask: What is it for? The child's world has enlarged so rapidly that he has not been able to adjust himself to it. It is a period of very incomplete development of the finer and higher motor centers, especially of the fingers; and one of quick fatigue. The child wishes and tries to do and to make. But imagination no longer hides a multitude of defects or makes deficiencies good. He feels his lack of success and is easily and quickly discouraged. The kindergarten child draws anything

and everything proposed to him. Now he hesitates. Mr. Bailey tells us that, if he does not learn to draw before nine, he does not learn at all in the school. There is a real danger of his sinking into inactivity or of living in an imaginary world, realizing and accomplishing nothing. It is a time of much discouragement for the child; and almost equally, I think, for teacher and superintendent.

Any manual work must be easy and simple, or it will add to his discouragement. He needs much encouragement, and even then accomplishes little. He can memorize well, and it is probably a good time for such work. His actions are not well co-ordinated. He is impulsive and restless. Imitation and suggestion play a very large part in his life. This may give us a clew to his mental condition. His reasoning powers are very small, and his mental interests few. He rarely classifies his collections until about eleven. Few children give reasons for their hopes or choice of adult occupations. Mrs. Barnes found that the number of inferences made by pupils increased at ten and rose sharply at twelve. Hancock finds that children's ability to compare numbers in arithmetic does not develop to any great extent until they are twelve or thirteen. The child learns language largely by imitation; but cannot understand the rules of grammar. He can acquire arithmetical methods, but finds the explanations exceedingly difficult. He sees concrete illustrations. He is thinking about many things, but must think as a child.

He is usually better off at school than at home. But he needs a peculiar school, of course, and methods of instruction. Let us not forget that in assigning work our question should not be: How much can he endure without evident injury? But: How much will best promote growth? What kind of work will furnish the best and most profitable exercise to those portions of the brain which most crave and need it?

The child desires frequent change in work and play because he tires easily. He has little power of application, and far less of sustained effort. The old Greek philosopher said that a child should not learn to read until he is ten years old. Some or many superintendents say that children in the lower grades mostly "mark time," making little real progress. As they have few or no mental interests, we must generally select certain studies and impose them upon the child. The result is the loss of what little interest there may have been, or perhaps lasting aversions to the subject and to school.

Professor Donaldson says that at this age the course of study should be in the nature of a reconnaissance. Make the exercise general, stimulating all the powers and areas of the brain. It would seem to be a time for much variety rather than for a close correlation of studies which fatigues. Method seems more important than subject at this age.

Evidently during a motor period like this we must lengthen the recesses, multiply pauses between the exercises, and allow frequent rest and change of position. The great importance of singing has been generally recognized. Marching and simple dances may be very useful. It is a good time for observation and nature study.

The child absorbs most of what he acquires at this period without thinking much about it. He believes nearly or quite all that is told him, and is open to suggestion. Habits of speech and action, preferences and aversions, arise and grow, as the result of surrounding conditions, he knows not how or why. But the habits soon become fixed and unchangeable and fashion his whole life.

Hence, at this period the story has especially great power and value. It is perhaps the best means of leading the child's feelings, hopes, and desires into right channels. Says Miss Bryant in "How to Tell Stories to Children": "A story is a work of art. . . .

The story-teller who has given the children such pleasure as I mean may or may not have added a fact to the contents of their minds; she has inevitably added something to the vital powers of their souls. She has given a wholesome exercise to the emotional muscles of the spirit, has opened up new windows to the imagination, and added some line or color to the ideal of life and art which is always taking form in the heart of a child. She has, in short, accomplished the one great aim of story-telling—to enlarge and enrich the child's spiritual experience, and stimulate healthy reaction upon it."

During transition periods, like this, and the more marked one at ten or eleven, sympathy is especially needed. The child who is held kindly as well as firmly to a suitable discipline is gaining his first and best lessons in habits of morality. He is gaining at the same time thru his affections the education of the heart which is above all price. "Despise not the day of small things." As far as you can, you teachers are making conditions right; the child will grow of himself. You are accomplishing far more than you can possibly see or suspect.

The tired teacher in her room in the evening reviews the work of the day. Tommy has been a little more amenable and industrious, and a little less outrageous. And Gladys has been somewhat more attentive and truthful. But language was poor, and numbers were bad. If the commonwealth could speak to that teacher, would it not say: "I care infinitely more for Tommy's habits and Gladys's thoughts and behavior than I do for all the language and numbers in the world, important as these may be. You are laying the foundations of loyal and law-abiding citizenship."

If I could recommend only one treatise on pedagogy, and I should not wish to recommend many, to our modern teachers, I would without hesitation select Kipling's elemental army ballads. The color-sergeant in "The 'Ethen" has the essentials of a great teacher. "'E learns to do his watchin' without it showin' plain." "An' he learns to make men like him so they'll learn to like their work."

"'E knows their ways of thinkin' and just what 's in their mind;

'E feels when they are comin' and when they've fell behind."

When the men enter the battle they don't remember much of the sergeant's teachings. But without these they could never have been held in line during the waiting and sufferings, nor "lifted thru the charge that wins the day." The work of the teacher in the lower grades is very similar.

But this is a motor period, when the heavy muscles are tingling for exercise, when the mental powers are small and immature. Did nature ever intend that school-room and desk should play so large a part in the child's life, as it does under our present system? Was it so in old times on the farm? Three lines of motor training seem fitted to our needs; manual training, gymnastics, and play. Any one of these, when carefully planned in kind and amount, may be made exceedingly useful. I do not intend any undervaluation of the other two lines when I call your attention to the value of play during this period.

A recent *Harper's Weekly* publishes the remarkable address delivered by Dr. Alderman, president of the University of Virginia, on the occasion of the one hundred and thirty-seventh annual dinner of the New York Chamber of Commerce. Dr. Alderman delivers some noteworthy utterances on the subject of "The Making of a National Spirit." Of timely significance is his assertion that "both politics and business must cease to be regarded as a game, or as war, or as a fixed code, or as a treasure-trove, and come to be thought of as a public function, as a

A Secondary Industrial School.

Recommendations with reference to the establishment of such a school in the city of Columbus, Ga.

By SUPT. CARLETON B. GIBSON.

The industrial growth of the city demands recognition in our educational work. The establishment of a primary industrial school four years ago and its successful operation; the large number of untrained youth now employed in industrial establishments; the broad field of opportunity for remunerative service in the industries of this city—all indicate the advisability of establishing a secondary industrial school.

Such a school should give to boys and girls entering their teens the essentials of academic training and thoro hand training in one or more lines of industrial work. Experience has demonstrated that without academic training the trade school is a failure. In the rapid industrial development of our country thousands of young people are unable to take advantage of the opportunities for bread winning in honorable industrial pursuits because of the failure of their purely academic training, however good, to fit them for such pursuits.

The school of the day is the school combining certain academic and trade features.

The establishment of such a school by the city government and by those directly in charge of public education will mark an era—a notable era in the progress of this city. To maintain such a school generously will be giving to the people—the common people—the wealth producing people, the very best there is in education. It will be fitting the youth for immediate honorable service to mankind, which is one of the chief functions of education, and for remunerative employment where their skill and efficiency will make them successful and will contribute to the great industrial work of the city.

Organization.

Such a school should be linked as closely as possible with the various lines of industrial work going on in the city. To this end there should be appointed by the board of trustees of the public schools and under its direction, an advisory board of five superintendents or managers of various industries, who should be men of education and technical training and who should hold at least monthly meetings at the industrial school of from one to two hours while the school is in session, there to make a thoro study of the work in progress in the several departments and make to the board of trustees a report after each meeting. The members of this board should be paid a reasonable compensation for their work. The superintendent of schools should be a member of this advisory board without additional pay.

The school should be open to boys and girls alike of ages ranging from fourteen years up. The only requirements for admission should be sound bodies and a common school education thru the studies embraced in our first five or six grades.

Every instructor should be a person specially trained in the line of industrial work he undertakes to teach.

The work of the school should progress continuously thruout at least ten months of the year, and avoid as much as possible the waste now going on in educational work thru numerous holidays and long vacations. One-half of every pupil's day should be given to industrial work and one-half to academic training. The daily sessions should begin at 8.00 a. m. and end at 4.00 p. m. with an intermission of sixty minutes at noon. The work should continue thru six days of the week.

Departments.

The industrial department should embrace for boys, work in mechanical arts and textile arts; for

girls, work in home economy, industrial sewing, textile arts, and office help.

The mechanical arts department should embrace practical carpentry, pattern making, lathe work; foundrying, forging, and tool work.

The textile arts should embrace carding, spinning; weaving, dyeing, and designing.

It should be recognized that every girl preparing thru any kind of education for life, will have more or less to do with a home, with the chances largely in favor of her having at some time the entire care of a home; and upon the proper management of the home depends much of the efficiency of our service in industrial, commercial, and professional lines. The girls of this industrial school should, therefore, have first of all training in home economy which should embrace cooking, care of the home, sanitation, and decorative arts.

Industrial sewing should embrace dressmaking; millinery, and machine sewing.

Girls should have practically the same training in textile arts as the boys.

A girl should have opportunity for training in office help, which should embrace stenography, typewriting, book-keeping, and cabinet filing.

Studies.

The academic studies of this school should be limited to English, mathematics, science and history.

English should embrace the essentials of grammar; composition bearing directly upon industrial and commercial life, letter writing, and reading.

Mathematics should embrace the essentials of arithmetic, omitting much that is now given in the best of common school arithmetics; so much of the elements of algebra as may be necessary for advanced work; a thoro training in geometry as a subject of mathematics perhaps most closely related to industrial work.

The work in science should be made thoroly practical and limited to those subjects that are most closely related to the industries taught. A general course in physics and chemistry should be given all pupils and special courses in the departments of these subjects closely related to their chosen industries. There should be a physical laboratory and a chemical laboratory equipped for individual work of pupils in their special lines.

History should embrace the history of the United States, the civics and civil history of the nation and the state in which we live; and a thoro course should be given in industrial history.

Building.

Assuming that there is fifty thousand dollars to begin with and two and one-fourth acres of land (which will provide for the future growth of such a school), it would be advisable, first, to conceive and adopt some plan for the growth of a great industrial educational plant. After which the entire fifty thousand dollars should be put into one building and equipment which will be in keeping with the growth of this educational plant on the two and one-fourth acres provided. Such an amount should erect and equip a two-story building about 80 x 100 feet, with basement having not less than 8½ ft. ceiling, and an attic finished off for use.

BASEMENT—The basement should contain boiler room and coal bins and engineer's room, toilet rooms with lavatory, a lunch room, two rooms for forge and foundry and machine work, two rooms for carpentry and pattern making, and a general storage room.

FIRST FLOOR—The first floor might be planned to contain eight rooms about 24x30 ft., having central octagonal office and information room. Two of these rooms should be used for home economy, two for sewing and millinery, and four for textile arts. The building should contain no cloak rooms

but should have for all pupils double-decked lockers against the walls of the halls.

SECOND FLOOR—The second floor should be arranged to contain five rooms and an assembly room. One of these rooms should be used for mathematics, one for instruction in science, two for laboratories, one for English and history.

THE ATTIC—The attic should be ventilated, heated, and provided with sky lights. In this a room should be set apart for mechanical drawing and designing. There should be a reading and reference room, or library. There should be a room for instruction in office work. A part of the attic might be used as a gallery to the assembly room.

Equipment.

Much of the equipment of such a school could no doubt be secured thru large industrial establishments as a donation by manufacturers, but all machinery accepted from donors or purchased should be of the very best and most modern type. Frequent visits made by special instructors and groups of special students to the various industrial establishments of the city would acquaint them with the machinery in use there, but the machinery in this school should look to the introduction of new and improved machinery in the industrial establishments of this city by the several progressive and intelligent managers thereof.

"Allusions" in Virgil's Aeneid: Book III.*

Line 3.—*Neptunia*, so called because Neptune had assisted in building Troy.

Line 6.—A city of Great Mysia, at the foot of Mt. Ida.

Line 14.—*Lycurgus* is referred to as savage because he had opposed fiercely the introduction of the worship of Bacchus into Thrace. He was rendered insane by the god as a punishment.

Line 19.—*Dione*, the mother of *Venus*, was the daughter of *Terra*, by either *Coelus*, or *Oceanus*, or *Æther*.

Line 21.—*Jupiter* is, of course, referred to as king of heaven.

Line 25.—The myrtle was sacred to *Venus*.

Line 35.—*Gradivus*, an epithet of *Mars*, probably derived from *gradior*. The *Getæ* were a tribe in Thrace.

Line 45.—*Polydorus*, a son of *Priam*. For further description see Lines 49-55.

Line 63.—*Manes* was the general term used by the Romans to designate the souls of the departed.

Line 74.—*Doris*, wife of *Nereus*, was mother of the *Nereides*.—*Neptune* is referred to as *Ægean*, because his home was supposed to be in the depths of the *Ægean* sea.

Line 75.—*Arciteneus*, an epithet of *Apollo*.—The island of *Delos*, the birthplace of *Apollo*, was said to have floated on the sea until *Apollo* finally fastened it in its place between *Myconos* and *Gyaros*.

Line 85.—*Apollo* had a temple on the plain of *Thymbra*, near *Troy*, hence the epithet.

Line 104.—*Crete*, called the island of *Jupiter*, because the god was born there.

Line 108.—*Rhoeteum*, a promontory in *Mysia*, with a town of the same name.

Line 111.—*Cybele* was the mother of the gods. She was worshipped on Mt. *Cybelus*, in *Phrygia*. The *Corybantes* were her priests, whose religious ceremonies consisted in dancing and performing on cymbals.

Line 112.—A grove to *Cybele* was consecrated on Mt. *Ida* near *Troy*, similar to the one in *Crete*.

Line 114.—*Gnosus* was a town of *Crete*.

Line 122.—*Idomeneus*, king of *Crete*, led the *Cretans*, in eighty ships against *Troy*. It was related that once in a storm he vowed to *Neptune* that he would sacrifice to the god whatever he should first meet on landing, if the god would grant him a safe return. This turned out to be his own son, whom he sacrificed. As a result the *Cretans* were visited by a plague, and they accordingly expelled *Idomeneus* from the island.

Line 124.—*Ortygia*, the ancient name of *Delos*.

Line 126.—*Paros*, called snowy because of the snow-white marble found there.

Line 141.—*Sirius*, used figuratively for the hot summer days when this star was brightest.

Line 167.—*Dardanus*, who married the daughter of *Teucer*, king of *Troy*, came from *Corythus* in *Etruria*.

Line 168.—According to the generally accepted tradition, *Iasius* was the brother of *Dardanus*.

Line 171.—*Italia* was bounded on the south by the *Ansonian* sea.—*Dictæ arva*, so called from *Dictæ*, a mountain in eastern *Crete*.

Line 202.—*Palinurus*, *Æneas'* pilot.

Line 212.—*Phineus*, son of *Agenor*, and king of *Salmydessus* in Thrace. *Jupiter* punished him for his crimes by making him blind. As a further punishment, whenever food was placed before him, the *Harpies* swooped down and carried it off.

Line 248.—*Laomedon*, father of *Priam* king of *Troy*.

Line 272.—*Ithaca*, an island in the *Ionian* sea, the home of *Ulysses*,

Line 286.—*Abas*, king of the *Greeks* long before *Æneas'* time.

Line 296.—*Pyrrhus*, or *Neoptolemus*, as he was often called, son of *Achilles*.

Line 302.—*Simois*, a river named after the one at *Troy*.

Line 328.—*Hermione*, daughter of *Menelaus* and *Helen*. As *Helen* was the daughter of *Leda*, *Hermione* thus being granddaughter of *Leda*. *Hermione* was betrothed to *Orestes*, but she married *Pyrrhus* instead. In his anger *Orestes* slew *Pyrrhus*.—The later marriage is referred to as *Lacedemonian* because *Hermione* lived at *Sparta*.

Line 332.—*Pyrrhus* was slain at *Delphi*, before the altar placed there in honor of *Achilles*.

Line 335.—*Chaon*, a brother of *Helenus*, said to have been accidentally killed by *Helenus* while hunting, or, according to some accounts, to have offered his life for the people in a time of pestilence. *Helenus* makes the name *Chaonia* a means of honoring his brother's memory.

Line 343.—*Creusa*, *Ascanius'* mother, was a sister of *Hector*.

Line 351.—The *Scæan* gate was the western and principal gate of *Troy*.

Line 354.—*Bacchus*, the god of wine, was represented as a beautiful, but effeminate youth. In accordance with the commonly accepted tradition he was the son of *Jupiter* and *Semele*, the latter the daughter of *Cadmus* of *Thebes*. After the birth of the god *Jupiter* gave him into the keeping of *Mercury* to be brought up. After he was grown up he traveled thru *Asia* and portions of *Greece*, everywhere introducing the cultivation of the vine. As god of wine he was giver of joy and disperser of sorrow. He was accompanied in his expeditions by frenzied women, called *Bacchantes*, who are always represented in art as wearing their hair dishevelled and carrying in their hands staffs (the *thyrsus*) twined with ivy and headed with pine cones. The temples dedicated to the god were very numerous. It is

* Books I and II were similarly annotated in previous numbers of THE SCHOOL JOURNAL.

said that he shared control of the Delphic oracle equally with Apollo.

Line 360.—Near Colophon in Ionia there was a sanctuary to the Clarian Apollo. Beside it stood a grove of laurel whose leaves were supposed to give out omens.

Line 386.—The two lakes Avernus and Lucrinus, near Cumæ in Campania, were called *inferni* because near them was a cavern supposed to lead to the underworld.—Circe was a sorceress who lived on the island of Æaea. She was daughter of the Sun, and the ocean nymph Perse, and sister of Æetes.

Line 399.—The followers of Ajax, son of Oïleus, came from Naryx, in Locris. After losing their leader in a storm, on their return from Troy, they were said to have founded the city of Locri in Italy.

Line 400.—The Sallentini were a people of Calabria in southern Italy.

Line 401.—Idomeneus, see Line 122.—Philoctetes, after his return from Troy, emigrated to Italy and there established the city of Petelia.

Line 411.—Pelorus, a mountain at the Straits of Messina.

Line 420.—See note on Bk. I., Line 200.

Line 429.—Pachynum, a promontory of Sicily.

Line 441.—Cumæ, a town on the coast of Campania, famous as the home of the famous Cumæan sybil.

Line 442.—See note on Line 386.

Line 489.—Astyanax, son of Hector and Andromache. At the time of the capture of Troy he was hurled to his death by the Greeks, down the battlements of the city.

Line 503.—Epirus, a district of northwestern Greece. The Emperor Augustus had founded there the city of Nicopolis, and this allusion was intended by Virgil as a compliment to him.

Line 506.—Ceraunia, a range of mountains in Epirus.

Line 531.—The locality known as Castrum Minervæ was on the southern coast of Calabria.

Line 540.—The horse was the symbol of war.

Line 551.—The poet alludes to Tarentum as if founded by Hercules. The common tradition was to the effect that it was founded by Taras, a son of Neptune.

Line 552.—The Lacinian goddess, or Juno. A temple sacred to her stood upon the promontory of Lacinium in Bruttium.

Line 553.—Caulon and Scylaceum were towns on the southern coast of Italy.

Line 554.—Ætna, the Sicilian volcano.

Line 569.—See note on Bk. I., Line 201.

Line 578.—Enceladus, a son of Tartarus and Terra, and one of the hundred-armed giants who warred against the gods. He was supposed to have been killed by a flash of lightning sent by Jupiter, who buried him under Mt. Ætna.

Line 637.—The shield carried by the Argives was round. By the lamp of Phœbus the sun is, of course, meant.

Line 681.—The oak was sacred to Jupiter, the cypress to Diana.

Line 696.—The nymph Arethusa, pursued by the river-god Alpheus, was changed by Diana into the fountain of Arethusa in the island of Ortygia at Syracuse. The god continued to pursue her under the sea, and tried to mingle his stream with the fountain in Sicily.

Caesar's Throne Found.

King Victor Emanuel went a week or two ago to the Forum at Rome, to inspect the Imperial Suggestum or raised throne of the days of the Cæsars, recently discovered by Prof. Giacomo Boni, director of excavations. The covering or ceiling of the throne is ornamented with beautiful small squares of stucco. It stands near the famous Chasm of Marcus Curtius.

Britain's First Naval Hero.

By HUBERT M. SKINNER, Chicago.

How many of us have ever heard of King Carausius, who ruled over the isle of Britain for seven years, maintaining his power and independence by means of an effective fleet, which he commanded in person? Few, indeed; for there are few histories which even mention his name. Yet Carausius is a veritable historical character, of whom we may read in the works of the Roman Eutropius, and British legend has rounded out somewhat, the story of his marvelous career. Certainly we ought to know something of him. That he is so neglected is due to the miserable affectation of modern historians, who desire to keep up the silly pretense that the Britons of to-day are simply "Anglo-Saxons." They are ancient Britons, Saxons, Jutes, Angles, Northmen, and Normans, all combined. The famous "Committee of Seven" in the educational world are to-day demanding that this affectation shall cease, and that the history of Britain to be taught in our schools shall give a proper account of the original British stock, which had nothing to do with the Saxons for several historic centuries, and which forms a very important element in the ancestry of the British nation of to-day.

It is not true that James the First, three centuries ago, became the first king of the whole of Great Britain. Carausius preceded him by nearly thirteen centuries. Nor is it true that Alfred the Great created the first British navy. Carausius had probably a greater navy, six hundred years earlier.

Carausius was born about the year 250 A. D. History tells us that his birthplace was in what is now Belgium. But his career is associated so completely with the British that we need not be surprised to find him figuring in legend as a real Briton. Perhaps his parents were from the island, tho it is unlikely that they were known to the historians. Carausius himself may not have known who they were, for he sprang from the scum of society. A "base-born" creature, in an age of violence, he probably passed thru a youth of hard knocks, being buffeted by fate, until he was able to rise by the power of his own genius and the bravery of his heart.

For more than a century before the time of Carausius, Britain had been an exceedingly important part of the Roman empire. The emperor Hadrian had lived for a long time at York, from which city he had issued orders for the government of the civilized world. The emperor Severus had done the same. York, in fact, had come to consider herself the capital of the vast world-empire.

But even at that time the northern part of the island had defied the Romans, and both of the emperors were obliged to build great walls across the island, for protection against the attacks of the Caledonians. The empire began to decline under unworthy rulers, and Britain sank in importance as the attention of the emperors was centered upon their wars with barbarians.

Carausius found in these circumstances his opportunity to rise.

As a soldier, perhaps from boyhood, he had won the confidence of his officers and the goodwill of his fellows. In the ancient armies it was worth, and not birth, that counted. Carausius began to dream of a career as the liberator of a people from the Roman yoke. Why should not the Britons strike for independence? There was one thing they lacked. Powerful on land as they had always been, they knew nothing of the sea. Strange, indeed, was the fact that the people of an island should be without boats. But in fact, the ancient

Britons who were able to resist the invasion of Julius Caesar seem to have possessed no boat but the "coracle," a large basket covered with skins, in which a single fisherman might float, near the shore.

Doubtless the later Britons had learned something of the use of boats from the Romans but they were not yet at home upon the water. Carausius saw, as plainly as the Britons see to-day, that the independence of the island was to be secured or maintained only by means of a fleet.

He became acquainted with the Roman marine service, and studied it in every detail. He had served in various positions of command, when, at the age of about thirty-six, he planned his revolution.

He applied to the bewildered Roman authorities for a commission authorizing him to command vessels on the North sea, for the purpose of suppressing piracy. He represented that the various local chiefs, or kings, of Britain were unable to cope with expeditions which were being fitted out by German or Northern marauders, to ravage the British coasts. He offered to bring his prisoners straight to Rome for exemplary punishment. A commission was given to him, a detachment of ships was assigned to him, and he was authorized to secure more ships and men.

Carausius filled his ships with Britons. To accustom them to the sea, he planned a vast exploring enterprise, which appealed to their imagination. The land of Britain was supposedly an island. But was it really surrounded by the sea? Who had ever demonstrated this? Far away to the north it stretched, where the Pole star rose high in the heaven and the trees were stunted in their growth. Might it not stretch out indefinitely into the great septentrional sea?

Carausius proposed to sail completely around Britain, if it should prove to be an island. Plunder, adventure, and glory were promised to his followers.

While this expedition is legendary, it is probably a matter of fact. The expedition appears to have sailed about the year 286. The Britons saw no pirates but themselves. After they had passed beyond the familiar line of coast and into the new world of the far North, they began to descend upon the islands and towns, often to plunder and destroy, and always to gratify their love of adventure.

Eight hundred miles to the north they sailed, and then, turning westward, they began their return journey, having demonstrated the insular character of the British world.

The expedition was a success. The Britons had become accustomed to the sea. Their ideas had become enlarged, and their ambition aroused. Carausius now threw off the mask of loyalty to Rome. His British followers, despite their old pride of birth, hailed as their king this base-born commander whose genius had been so strikingly shown.

The Roman emperor, Maximian, enraged and amazed at the news he received from Britain, set a price upon the head of the king.

Various conflicts followed upon the sea, but of these we have no detailed accounts. It is enough to know that there was a British nation, and that it was defended by a sailor king with his fleet.

In time the independence of the nation was formally acknowledged by the Roman power, and it continued to the death of the king, in 293. Carausius fell beneath the stroke of an assassin. This cowardly wretch was Allectus, a man whom the king had highly honored, and whom he had placed in a position of high command. Allectus was unable to maintain the throne which he secured by his crime, for he was speedily overthrown by the Romans, and the dominions of the sailor king were again, for a time, subject to foreign sway.

Three things Carausius had done which deserve to be remembered. He had circumnavigated the vast British island; he had asserted a single sovereignty over the whole of it, and he had demonstrated the necessity of a navy for the maintenance of its independence.

Helping Poor Children to Learn Music.

The world, after all, is not so wholly given over to materialistic affairs as some folk would have us think. There is an article in *Harper's* for November which offsets the theory of the pessimist by recounting the incidents, appealing and touching, that occur among the children attending the nearly free music-school in New York. Philip Verrill Mighels relates this true story of "A Music-School Settlement." He tells of the sacrifices both parents and children make to get musical instruction for the half-fed and half-clothed youngsters, and of the wonderful results of the children's efforts to learn. As a practical philanthropy the school has proved a thoro success. It began in the generous impulse of a lonely young music teacher to give free lessons to some poor children of her acquaintance, and it has now grown to be a permanent institution.

The Rockefeller Ten Millions.

On October 2, John D. Rockefeller turned over to the general education board the \$10,000,000 which he promised last June to give the board. Ever since the gift was announced the board has had its agents at work in various sections of the United States, investigating and reporting on the needs and conditions of higher educational institutions. Those which have been receiving most attention are the small and struggling colleges.

It is said that there are only about three or four hundred institutions in the United States which are eligible for the aid. The board has already received five hundred applications. Many of these are from trustees of country district schools, who want money to buy things ranging from a wood stove to a door mat.

One interesting application was from a woman who wants to shingle her house.

An Appeal for the Breton Fisherfolk.

Altho the daily press of many countries has repeatedly mentioned the extreme distress caused all along the Breton coast by the strange and unexplainable disappearance of the sardines during the last three summers, yet I doubt whether the miseries of the situation have really been brought home to American newspaper readers. Indeed, so desperate is this situation that, urged thereto by the heart-breaking communications I receive from Brittany, I have decided to ask of big-hearted America, who has so kindly welcomed my simple recitals of Breton folk-life, that she should spare these sorely tried toilers a little of her plentiful wealth. Not to mention the strong men, there are thousands of old people, of women, and of little children, on that grim rock-bound seaboard who, thrown out of employment by the defection of the sardine and the closing of many fish-canning factories, are starving, and who, during the coming winter will continue to starve, as they have done before, uncomplainingly and stoically, for it is the proud characteristic of the Breton to suffer in silence. Others, therefore, should speak for them, in no uncertain voice, and this is why I no longer hesitate to ask the Americans, who so generously helped Ireland in her distress and aided India in her hour of need, to remember now a brave and unfortunate people beset by such evil chance that even

public trust, not only in method and organization, but in moral responsibility"—a doctrine which is directly in line with that expounded by ex-President Cleveland in his notable article in the December number of *Harper's Magazine*.

Shortening the Elementary Course.

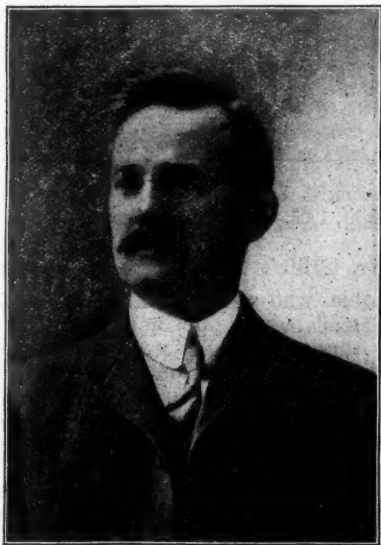
City Supt. M. A. Whitney, of Elgin, Ill., has prepared the following set of questions for the consideration of the principals and teachers of the elementary schools of the city. To the principals:

Considering the large number of studies which have found a place in the elementary school curriculum I shall be pleased to have you discuss with your teachers the following questions as time permits during the year and report to me your conclusions and opinions, together with such other suggestions as will tend to strengthen the course of study and make the work less burdensome.

At least three ways of lessening the work of the elementary schools are proposed:

1. To omit some studies wholly from the course.
2. To alternate certain subjects on different days of the week.
3. To alternate certain subjects different terms of the school year, or arrange the elementary course as high school courses are now arranged; lessening the number of subjects that the child pursues simultaneously.

If you favor the first, what subjects would you recommend that we omit? (Those principals who are having parents' meetings could do no better than to submit this question to the parents.)



Dr. Stratton D. Brooks.

Superintendent-elect of the schools of Cleveland, Ohio.
(See page 652 THE SCHOOL JOURNAL for December 16.)

4. If you do not favor the first, which of the second ways seems better to you?

5. Could the formal work in language be omitted for two or more days each week, or for one term each year without too great loss, considering the valuable language training that pupils now receive in connection with other studies, especially reading, history, and geography?

6. Considering the amount and character of the reading in connection with history and geography, would it be possible to omit without too great loss the regular reading class at least two days each week for some years, or for one or more terms during certain years in the course?

7. In the high school the general work in English embraces reading, spelling, grammar, rhetoric, and

literature. Can a similar combination be made in one or more of the elementary grades and secure satisfactory results?

8. Now that we have work in history in all grades can the work in United States history now assigned to the last half of the seventh and the full eighth grades be completed in two semesters and the third be given to the history of Illinois and civics? Could also some of the less important topics in history be omitted altogether or be given less time?

Considering the amount of mathematical training that now comes in connection with the manual training work in several grades, can adequate mathematical training be given in four lessons each week or an equivalent of time arranged in some other way, instead of five lessons per week as at present?

Kindly indicate in the columns below, the grades where the studies opposite which you place a number can be omitted for that quarter; for example, the figures 3, 4, and 5 placed opposite language, in the second column, indicates that formal language work may, in your opinion, be omitted in the second quarter of the third, fourth, and fifth years.

	1st qr.	2d qr.	3d qr.	4th qr.
Reading				
Spelling				
Language (this includes grammar and composition)		3, 4, 5,		
Writing				
Arithmetic				
Geography				
Nature study				
History				
Music				
Drawing				
Physiology (required by state law ten weeks each year)				
Manual training (including all kinds of hand work)				

To the teachers:

Kindly give the following questions some thought during the next month and report to me your conclusions not later than Jan. 20, 1906.

1. How many of your pupils are in poor health?
Grade 1 2 3 4 5 6 7 8 9 10 11 12

2. From what you can learn do you think that the school work is in any way responsible for the poor health of the children? In how many instances? What grades?

3. If the school work affects the health unfavorably, is it because of too much work or of worry over certain kinds of work?

4. What kind of work, or work in what subjects causes overwork or worry? (I shall be pleased to have a full discussion of this matter.) Possibly some principals may wish to consider this subject with the parents.

By ill health I mean suffering from general breakdown. It need not include those who suffer from children's diseases or those who are occasionally absent on account of a day's illness.

Are children who have poor health frequently out late nights?

5. How many of the pupils who will fail in their work this term fail on account of poor health?

How many are cigarette smokers?

The consolidation of country schools and the transportation of children is now going on in Connecticut, Iowa, Kansas, Nebraska, New Hampshire, Maine, Massachusetts, Wisconsin, Vermont, South Dakota, Rhode Island, Pennsylvania, Ohio, North Dakota, New York, New Jersey, and California. These states represent more than one-half of the population of the United States.

their stout courage and heroic patience are breaking beneath the strain.

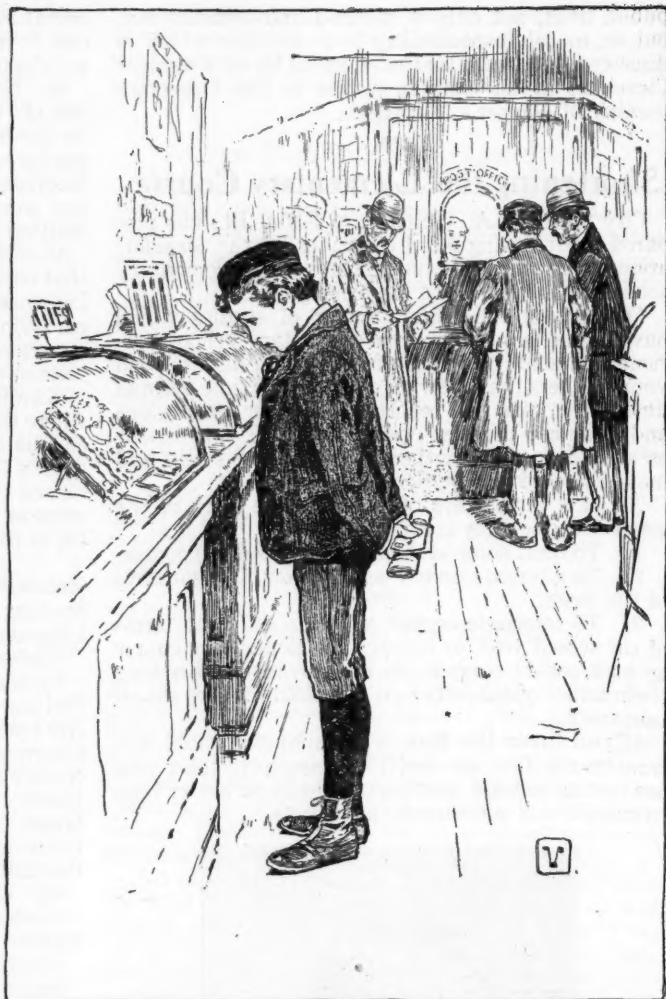
Any subscriptions sent to M. Alcide Ebray, Consul-General of France, 35 South William street, New York city, will be acknowledged.

Need of Decoration.

There is a class of public buildings which long has been neglected in the matter of mural decorations. I refer to public schools. Courthouses seem to be the favorite buildings for which appropriations are made for wall paintings.

Without deriding this laudable endeavor, I query whether the educational influence would not be greater if the bare walls of school buildings should at least be partly decorated in the same way. The frank object in decorating a courthouse is to beautify—but only a few lawyers, litigants, and criminals profit thereby. In decorating a school-house one of the greatest educational influences, the love for the beautiful, is constantly at work on an ever-changing army of pupils. Their receptive minds are ever appreciative of artistic interpretations.

Cannot some influence be brought to bear on the board of estimate to consider the importance of this subject? Why does not the board of education take up this matter and express its desires thru the proper channels? Let the architects bear in mind this very important question and make provision in their plans so that the bare walls of the new school buildings being erected may afford space for mural painting.—*The Collector and Art Critic.*



"He remained to gaze long at the coveted prize." From "Just a Boy" Copyright, 1905, The Century Company.



Mr. Franklin invited the boys in and introduced them one by one to Cyrus. — Page 44. From "Gregory Guards" Copyright, 1905, The Penn Publishing Company.

Mr. Cable's Home in New Orleans.

Mr. Cable, who was born in New Orleans, lived when a small lad on Constance street, just in the rear of Annunciation Square. I was looking for someone who could point out the place to me when I met a frail old woman with a foreign-sounding voice pitched in the wavering key of age. She knew Mr. Cable, ah, yes, very well indeed, when he was but a lad; she knew him as a man, too, and she had kept watch of him from the time he used to be playing about the square and the streets. Not every one in New Orleans liked Mr. Cable, he wrote too much for some folks, but he was a true man, he was, true blue; boy and man.

And, indeed, she was right, not every one in New Orleans likes Mr. Cable; it does not take long to find that out if you mention his name where Creole tongues may take it up. There are some whose dislike in speech runs, one would think, perilously near to hatred; but, when you have sifted things out, you find, as you had expected, that it is Mr. Cable the writer, not Mr. Cable the man; against whom they inveigh. He has written just what he intended to write about Creole life, there can be no doubt about that, and he has written it so plainly that a person with rather indifferent mental eyesight can read the words with ease; and when you join to this the fact that a Creole never forgets, you have it all. But what really is a Creole?—ah, let me leave the task for those with larger knowledge.—W. S. HARWOOD, in the *November Critic*.

Notes of New Books.

THE PRINCESS PRISCILLA'S FORTNIGHT is by the "Author of Elizabeth and Her German Garden." It has all the pleasantness and humor of the earlier stories, with an added touch of graceful romance. This princess of Lothen-Kunitz was a most interesting person at an interesting age—twenty-one. She was of average height; a long pointed chin, and a mouth with full lips that looked most kind. Her face was sweet, mouth with full lips that look most kind. Her face was not symmetrical, but had a charm that the most perfect features could not possess. The grand duchy in which she lived lies in the south of Europe; that smiling region of fruitful plains, forest-clothed hills, and broad rivers. It is one of the first places spring stops at on her way up from Italy. Take such a scene and such an impressionable young lady and add a few other characters, male and female, and you have the basis for a most entertaining story, such as this surely is. There was something happening to Priscilla nearly every minute of her waking hours during the fortnight she is under observation. This the author has set forth in a direct and vivacious way. It is a story that will surely become popular with those who like a tale that is not of gossamer weight, nor ponderous, as many stories are. (Charles Scribner's Sons, New York. Price, \$1.50.)

The volume of **SELECT ESSAYS AND ADDRESSES** by Ralph Waldo Emerson.—A compact, neat little volume made suitable for the school-room. It has a short biography, reasons for studying the essays, and numerous and valuable notes. We cannot think of anything more that could be added to fit the volume for the use intended. This is but one of an extensive series of similar works for a similar purpose. (The Macmillan Company.)

FIFTY ENGLISH CLASSICS BRIEFLY OUTLINED is a very useful book for the grade teacher. It contains, as its title indicates, a simple, logical analysis of fifty masterpieces. Among them are four of Shakespeare's plays; nine standard works of fiction; eight well-known narrative poems, including "Evangeline," "The Lady of the Lake," and "The Vision of Sir Launfal"; sixteen of the best lyrics in the English language; and outlines of eleven essays and addresses. Each analysis forms a complete, well arranged plan for teaching. To a teacher who does not have access to large libraries, it furnishes very valuable information. The book is well printed and attractively bound in cloth. It contains 288 pages (Hinds, Noble & Eldridge, New York. Price, \$1.25).

THE MOTHER, by Norman Duncan, is a novelette of New York life, in which the author has concentrated all his power in depicting a single passion. It is a story of a self-supporting young widow, naturally rather vulgar, who is beautified by the possession of a love for her little boy, so great that she is willing to give her life for him. Tho the theme is so simple, there is a variety in the telling. So skilfully is the theme wrought out that the reader will acknowledge that the writer is a master of his art. It may be presumed that he has pictured some life that came under his observation when he was a New York newspaper man. (Fleming H. Revel Co., New York.)

BETTY WALES, SOPHOMORE, by Margaret Wade.—This is a continuation of the story of Betty Wales and eight friends, who, in the previous story, were freshmen. They possess various personal characteristics which are well brought out in connection with the details of school life. The narrative of school pranks and school work, performed by this lively group, is one that any healthy, ambitious girl will take delight in. The illustrations are by Eva M. Nagel. (The Penn Publishing Co., Philadelphia. Price, \$1.25.)

YOPPY, THE AUTOBIOGRAPHY OF A MONKEY, would be taken for a very amusing book, judging from the title, and such it is. This monkey came from South America to Boston and was adopted into a family there, where he made some very good human friends. In spite of his mischievousness he was a popular pet. His adventures around the house are related, and they are various and exciting enough to make a very readable book. There is a colored frontispiece, a colored title page, and several attractive illustrations in black and white. (H. M. Caldwell Co., Boston and New York.)

Messrs. Henry Holt & Company are already having to send **THE PETER NEWELL MOTHER GOOSE** to press for a second time. The combination of the well-tried Mother Goose favorites, the quaint story into which Carolyn Sherwin Bailey has worked them, and Mr. Newell's mirth-provoking illustrations, seems to be a fetching one to children, regardless of age—from eighty down.

THE ART LOVER'S TREASURY, by Carrie Thompson Lowell.—The purpose of the author is to bring before the readers certain representative pictures, accompanied by poems that have been written about them. In such case the pictures add beauty to the poems and the poems to the pictures. The collection is necessarily incomplete, but the lovers of these two high arts will thank the writer for affording so much pleasure and instruction as she has in this volume. The list

of illustrations includes Raphael's Sistine Madonna, Giotto's St. Francis Preaching to the Birds, Da Vinci's Last Supper, Titians' Danae, Turner's The Fighting Téméraire, Millet's The Man With the Hoe, and Vedder's The Cup of Death. The poets quoted comprise Dante, Keats, Browning, Longfellow, Whittier, and many others. (Dana Estes & Co.—Boston.)

LIFE OF STEPHEN A. DOUGLAS, by William Gardner.—The fame of this statesman has become dimmed with time. But he is too important a figure in our history to be entirely forgotten. A brief biography of him was needed and the author has done a good work in supplying it. Douglas' reputation has suffered from the detractions of party opponents. Passions have cooled sufficiently now to allow his biographer to set him right. The fact were derived mainly from original sources. The biographies of Sheahan and Flint are chiefly drawn from for an account of his early life. The history of his career in Congress has been drawn from the Congressional Record; the account of conventions from contemporary reports, and the debates with Lincoln from the authorized publication. There are portraits of Douglas, Webster, Calhoun, Mrs. Adele C. Douglas, Chase, Seward, Sumner, and Lincoln. (Roxburgh Press, Boston.)

THE ANCIENT LANDMARK is a Kentucky romance of a rare kind by Elizabeth Cherry Waltz. It is a story of a family whose ancestor rode over the mountains from Virginia to claim a tract of land that had been given as a recompense for Revolutionary service. It is a bright tale of love, with plenty of local coloring. It is dramatically intense, and the interest grows from beginning to end. (McClure, Phillips & Co., New York.)

MAKING THE MOST OF OURSELVES, by Calvin Dill Wilson, is a volume of essays on practical topics of the utmost value to young people. It is not for such to walk too confidently, for there are many rough places in the road to cause one to stumble. The advice of one who has been over the way should be heeded. The author treats of such various topics as the right use of the voice, pronunciation, one's personality, how to make a speech, choice of books, the dignity of toil, the college and the church, thinking straight and seeing clear, and many others in a direct and forcible way. These essays were published originally in various newspapers and magazines. (A. C. McClurg & Co., Chicago.)

WEBSTER'S NEW STANDARD SPELLER, by Alfred B. Chambers, A. M., edited by E. T. Roe, LL. B. The arrangement of this book is along lines somewhat different from those followed in the average speller. The lessons have been graded in a careful and skilful manner, with a view to teaching correct pronunciation and enlarging pupils' vocabulary by a simple and direct method. The chief means used to arouse and hold the interest of the student is the selection of words for study. They are formed into groups and pertain to the arts and sciences, and include rivers, cities, towns, nature studies, trades, professions, grammar, arithmetic, geography, drawing, and architecture. Thus the lessons appeal to the children as well as to the principals and teachers, and make the study a pleasure rather than a task. To sum it all up this attractive, practical, and durable word-book approaches the ideal in the matter of correct instruction in spelling. It ought to find a ready welcome in all progressive schools. (Laird & Lee, Chicago. Price 25c.)

OUR FIRST CENTURY, a little history of American life, by George Cary Eggleston.—In this book Mr. Eggleston tells the story of our first century. The familiar facts are used as landmarks for a narrative of life. He has aimed to show seventeenth century history and life with reference to manners and customs, occupations, and forms of government and the various familiar phases of daily activity which have the largest personal interest. His history as such is consecutive, but emphasis is placed upon life rather than politics and war. Recent researches into colonial history have provided material well adapted to this purpose. It is convenient, compact, pre-eminently readable and full of pictures, most of which have a bearing upon manners and customs of the time. The book has numerous illustrations, an index, and a table of contemporaneous events, by Prof. Herman V. Ames. (A. S. Barnes & Co., New York. Price \$1.20.)

PUP, THE AUTOBIOGRAPHY OF A GREYHOUND, by Ollie Hurg Bragdon.—This volume is one of the Caldwell's Animal Autobiographical series. Mrs. Bragdon has given a true and readable story of her greyhound. At the end "Pup" finds his brother and mother, from whom he was stolen as a small puppy, and proves his worth to the blue ribbons he receives in the shows. It is a very readable story. (H. M. Caldwell Co., Boston and New York.)

A book of **CHRISTMAS-TIME SONGS AND CAROLS** "for old and young together," the words by Edith Hope Kinney, the music by Mrs. Crosby Adams, is designed for children, young people, and adults, for use in the home, the school, the Sunday-school, or the church. The twenty songs and carols include material suited for every sort of Christmas entertainment. Both words and music are charming, and the collection is a treasure-house of simple, singable, Christmas music. (Clayton F. Summy Company, Chicago.)

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending December 30, 1905.

We are accustomed in educational discussions to hear the teacher made responsible for the entire scope of instruction. The speaker usually assumes that the teacher decides what studies should be taken up in school and in what order and just what material should be presented to the child. As a matter of fact, the teacher is altogether too largely debarred from choosing for his pupils the material which to him seems best for them educationally. The courses of study are prescribed. Often these go so elaborately into detail as to deprive the teacher of freedom and discretion in the choice and arrangement of lesson subjects. The authorities go to work on the supposition that upon themselves rests the responsibility for meeting the requirements of economic society and the state, together with whatever may theoretically appear wholesome for the individual children either at their present age or at some future stage of their development. These and other assumptions help to shape the course of study handed down to the teacher, who is given prescriptions to fill, and then held responsible for the entire result. Is this just?

The usual excuse offered by teachers when confronted with the revelation that they are not giving full educational value to their pupils, is that the demands of the course of study are so heavy that no time is left for anything but the prescribed tasks. To a layman it may sound absurd to hear "I have no time to teach my pupils to observe and think, I can hardly make them learn the things expected of them by the principal and superintendent," but my ear is quite accustomed to such remarks and can no longer appreciate the humor of them. Teachers are human like the rest of mankind. They have the same natural desire for freedom that other people have. Prescriptions look burdensome, more or less. The teachers of the three R schools in the past probably felt that they were occupied to the limit of their strength. Those of the present day have on the face of it, much heavier burdens to carry, and hence it is not passing strange that they, too, should murmur. In justice to them we must admit that many officially imposed programs are overcrowded and reveal lack of expert judgment on the part of the architects of those schedules. Of the majority it may be said, however, that while they are not as well considered as they ought to be, they do not wholly exclude the possibility of saving time for some of the matter which the teacher may regard as desirable for the welfare of his pupils, as he sees the problem.

But what about the attitude of the teachers toward the school program?

The teacher of the old school, so-called, went to work on the supposition that equipped with a knowledge of spelling, reading, writing, and arithmetic, the pupil would in later life be able not only to take possession of whatever his interests might consider worth getting, but also to communicate to others whatever he might wish to transmit. Accordingly, the elementary mechanics of expression and of knowledge-getting were studiously cultivated. The

awakening of intellectual interests of various kinds was deemed impracticable.

The "new education" was an attempt to infuse "educational" value into school curricula. The intention was to draw out all actually or presumably dormant capacities of the child and to exercise these in the fullest possible measure. The "tools" were for a time relegated to the rear and the emphasis placed upon thought content. The means of expression were increased by the addition of drawing and manual arts. The chief mistake of the leaders of this movement was that they denied the undeniable value of the three Rs, and not infrequently treated these contemptuously. Some went so far as to take pride in the neglect of the traditional branches of instruction. The folly of their attitude can be easily shown on philosophical grounds. But there are less remote practical reasons why the care of the three Rs must not be lightly brushed aside. The people who pay the salaries of teachers expect reading and writing and ciphering to be taught. The schools are theirs. The children are theirs. The teacher cannot substitute personal preferences for the things demanded of him. The rule of wisdom for him to follow is to do what he is required to do, and then to find ways and means for doing those things which the consensus of educational experts has established as necessary and desirable for the best interests of the pupils.

Now, there is a superstition abroad that the more time given to any particular subject at school, the more satisfactory must be the result in that subject. Especially is this asserted by people who claim to know with regard to spelling. Whenever the discovery is made that the spelling of children is poor, there is immediately raised the cry that the study is neglected and that not enough time is given to spelling. "Drop out some of your fads and frills and teach more spelling," is the common popular conclusion. Its utter unreasonableness has been absolutely established by the remarkable series of researches made by Dr. J. M. Rice. He has shown that the time devoted to spelling beyond a certain maximum is not productive of any result. He has proved by data which cannot be argued away that from ten to fifteen minutes a day devoted to spelling for a number of years will produce results that no larger expenditure of time can surpass. This leads to the conclusion that the teacher who devotes more than fifteen minutes a day to spelling is to that extent wasting valuable time, wasting it because spelling in itself is devoid of educational content. The utilization of the knowledge of this fact will prove a great gain for education.

Dr. Rice's investigations indicate, further, that forty minutes a day is all that is necessary to meet the ordinary demands in arithmetic. Of course, if the teacher wants to give more time to the subject because of special educational possibilities he may see in the subject, he may do so. But those who want to do other things may be assured that forty minutes a day is a sufficient allowance for arithmetic. In English composition and language work the data are not sufficient to warrant any absolute assertions. But it may safely be assumed from what is settled that fifty minutes a day is ample appropriation for the elementary school.

If any still doubt the possibility that a rich program may be carried on by the school without detriment to the three Rs, they cannot have read the results of Principal Riley's comparative tests published in *THE SCHOOL JOURNAL* of December 2. There the question is settled in a way such that to a mature and reasonable mind no ground appears to be left for further contention on this score. How the teacher may infuse educational value into whatever program he may have, we shall consider together some other day.

Educated Employes Wanted.

A strong plea for the influence of scholarship upon our great industries was made by Frederick P. Fish, President of the American Telephone and Telegraph Company, in an address Dec. 19th, to the prize winners and the high scholarship men of Harvard college. Mr. Fish whose position as head of the Bell system, now expanding with remarkable rapidity over the whole United States, has brought him into closest contact with present day industrial needs, believes that the scholar in industry has at least as distinct a mission as the scholar in politics. Himself one of the first men of the class of '75 in his studies, he emphasizes the importance of scholarly sagacity in solving existing problems.

"Industrial conditions," said he, "are those which have developed logically from the conditions that existed some years ago; they are as effects to causes. The things which have caused such a change in industrial conditions are many. Among them may be mentioned the great increase in the means and power of transportation. Competition, instead of being the life of trade, became, under the knifelike cutting of rates of these roads, the curse of trade. The movement toward consolidation entered into all branches of work. Hence the mis-called, oft-quoted trusts, about which every penny paper rants. There is no foundation at all for the personal attacks on the men who manage the big industrial companies.

"The enormous changes in mechanical appliances too, have had to do with industrial progress. Personal relations between the employer and the employe have disappeared and the employes have become organized machines of industry. Under the present system all the old difficulties exist and there are many new ones. The evolution of the human race fitted it to the new conditions, but there has not been time yet to accustom people to the new things.

"Believing that industrial affairs are largely in a state of confusion, I feel that there never was a time in the history of the business world when scholars were in a better position to aid the work of industrial progress. The scholars to whom I refer are men whose work has led them to a state of mind and attainments which enables them to grapple with things as they come up in life and subdue them. Such a man must be able to control himself. He must be a good observer, able to draw correct inferences and yet not allow himself to be deceived. He must be able to apprehend things as they are. Such a man to me is a man who must have not only practical training, but sound scholarship. The sound scholar is more likely to adapt himself to the conditions as they exist at the present time. If he is worthy of it recognition of his ability will speedily follow. I firmly believe that the industries need the sound scholar above all men. He should be proud of his opportunity. If he is outside the industrial life he must not be rash in his judgment."

Probably the industry over which Mr. Fish presides contains a larger proportion than any other great business of highly educated employes. For many years it has been drawing upon the colleges and technical schools for their brightest graduates.

Means to Effective Teaching.

The following bit is an extract from the report of city superintendent A. Duncan Yocum of the Chester, Pa., schools:

"Most of the wasteful and ineffective work done in school is due to the common assumption that if the personality and general training of the teacher are right, courses of study and methods of instruction will take care of themselves. Nothing could be more plausible, or farther from the truth. Stated negatively and in somewhat modified form the

proposition is true enough. If personality and general training are weak, nothing else can take their place, but without expert knowledge of the readiest way yet found of teaching to the majority each important detail of school work, the most potential personality, fortified by years of general training, would waste as much time in the school-room as he would in the laboratory or the machine shop. The natural born teacher will constantly be finding new and better methods of his own, but he will never reach the highest general efficiency, if he does not become familiar with the best methods of others. No school system can attain the highest efficiency where the best methods of all are not put into the possession of each. To do this is the end of supervision."

Mr. MacDonald's Assumptions.

The following selections from *The Collector and Art Critic* will be read with interest by subscribers to THE SCHOOL JOURNAL:

TO THE EDITOR:

SIR—I read with much interest in your last number a proposition from Mr. Pirie MacDonald to teach photography in the public schools. I was impressed by this statement in Mr. MacDonald's article: "The improvement of art instincts by educational conditions, its expansion into wholesome consciousness, is neglected at present in the drawing lessons at our public schools."

I wish Mr. MacDonald had stated which of the drawing classes of our public schools he visited and how thoroly he investigated public art instruction before making the sweeping charge that the art instinct is neglected in the drawing lessons in our public schools. I have made inquiries of a number of drawing teachers, who say that they have never been honored by a call from Mr. MacDonald, and have had no inkling of any investigation by him of the drawing instruction in the public schools.

My own experience has been such as to lead me to take directly the opposite stand from Mr. MacDonald. For twenty years I have been intimately familiar with the teaching of drawing in the public schools of Michigan, Illinois, Minnesota, New York, and New England. I have attended the conventions of the drawing teachers and have visited the drawing classes of Boston, Philadelphia, Toledo, Grand Rapids, Minneapolis, Brooklyn, and New York. I have seen in the national expositions the work of drawing classes of public schools in various other parts of the country. From the aims expressed by the drawing teachers and from the work produced by their pupils I should say that if there is anything which is not only not neglected but is emphasized and kept prominent it is "the befriending of art instincts into wholesome consciousness and natural expansion."

Will Mr. MacDonald visit the drawing classes of the Erasmus Hall high school in Brooklyn or of the Bryant high school in Queens, or of the Curtis high school on Staten island, or of any of the high schools in Manhattan or the Bronx, and point out what evidences he finds for his sweeping statement? Has Mr. MacDonald seen the annual exhibition of art work of the New York elementary schools at Fifty-ninth street and Park avenue, or at the American History Museum, or the exhibit of the Brooklyn Teachers Association? The professed purpose of the drawing teachers of America is art appreciation. To see and to feel beauty is the end desired by those who are using drawing as a medium of instruction. Mr. MacDonald's statement that public school drawing "substitutes imitation and a sterile process for the vital and subjective powers of originality and artistic instinct" seems to me a most unfortunate statement when unaccompanied by proof. Examine any of the manuals in common use, read any of the current articles on art in the educational art journals, hear any of the addresses at educational meetings, and you will find that the tendency and spirit of public school art instruction is just what Mr. MacDonald says it is not.

I am especially interested in Mr. MacDonald's remedy for his imagined shortcomings in the schools. "Instead of some of the frills and fancies," he says, "the future generation would show a keener appreciation of esthetic qualities" if they studied photography instead of drawing. A careful study of Mr. MacDonald's article fails to disclose any argument in favor of his contention other than his statement that photography is easier than drawing. "Instead of drawing," says Mr. MacDonald, "the child can let the camera draw for him." "The child's work is purely mechanical," says he, which leaves all the artistic work for the camera itself.

I am at utter loss to understand how any one condemning drawing as mere imitation (which public school drawing is not) can recommend as an exercise in artistic originality the use of a chemical plate and a mechanical copying machine. Mr. MacDonald is talking thru his camera.

New York Nov. 1, 1905.

REMBRANDT SMITH.

A Down-East Summer School.

By J. Perry Worden.

Latest of all the summer schools now an ornament to New England, none has grown with such remarkable rapidity as that of the summer term of the University of Maine, which reopened the twenty-sixth day of last June and continued five weeks with unabated vigor. Already the university had outstripped its time-honored and staid sisters in the state, doubling itself in the past five years in buildings, faculty, and students; but it was left to its summer term to reach the high-water mark. Three years ago it held its first session; a year ago it attracted students from the remote West and South; while last summer the number in attendance was more than double that in 1904. Had a less conservative policy prevailed as to advertising and the merits of the institution been widely made known, this year might have witnessed the largest of all summer schools in session at Orono. The one consolation for this unfortunate mistake is the unusual number of applications already made for the courses in 1906.

Few universities in America are so charmingly situated as the University of Maine, especially for the toilers in city schools wishing to hie away for the summer. Nine miles distant from the wide-awake and beautiful town of Bangor, said to be the greatest lumber market in the world, the university is reached by an easy-riding trolley or by swift-moving steam train, passing along the silvery Stillwater and Penobscot rivers, over a rolling country richly studded with dark fir-trees and poplars. The same landscape which is covered for months in winter with heavy snow comes forth in the spring in all the freshness of living green, keeping its verdant blanket thruout the hottest of dog-days. Just enough heat is felt to ripen the berries and the hay; morning, noon and night cool breezes blow in from the ocean or circle around from the northern forests and hills; and refreshing showers bring the resplendent rainbow in laying the slowly-forming dust. Here and there the trolley skirts the edge of the bluffs looking down over the log-filled rivers; again it whirls thru the deep and shady forest, or along the wide, clean streets of a wayside village, where everybody knows everybody else and half the population assists the other half to get in and out of the car. South from Orono the winding roadway reaches out to Bangor, the salmon fisheries, and the mighty ocean; northward it meanders to Old Town, the home of the Indian basket-makers. Everywhere beckon the beauties of the natural world; and amid these glories of nature—half tamed down by man and half the caprice of the forest primeval—lies one of the most beautiful campuses adorning any university in America.

Half the natural attractions alluded to would suffice to draw thousands of tired brain-workers and lovers of the beautiful to Orono, but something more is, of course, necessary to the creation of a great university, the vital force of a summer school. That something was supplied when the far-seeing fathers of Maine decided to found a state university and to make it worthy of one of the most cultured and sturdiest commonwealths of the Union. From the first the faculty has been above the average, until to-day it numbers some of the most wide-awake teachers in New England. A tremendous impulse also was given the young and lusty institution when Dr. George E. Fellows, professor of history in Chicago university, was called to the president's chair several years ago. Active in several departments of the great university of the West and holding there high executive position, a wide traveler, a good student of human nature, and a lover of young men, President Fellows brought with him much that is characteristic of western energy and European culture, and became alike esteemed by his colleagues and confided in by the student corps. Every department soon felt the inspiration of his broad sympathies and liberal policies, and this new and vigorous life-spirit was naturally transformed from the first to the direction of the summer term. Neither when he came to Maine nor when the summer term first opened was everything ready for the reaping; but if the harvest was not waiting to be gathered, little time was lost in plowing the soil and scattering the seed. The fruit of the sowing was soon apparent. Year after year brought additional buildings; department after department was added to the original plan, and European and American markets were drawn upon for the most approved scientific apparatus; until the present winter sees the new Carnegie library, a chaste edifice designed to cost some \$50,000, rapidly taking shape on the beautiful lawn. No university ever has the strongest force or the fullest equipment it wishes for, and the University of Maine is still dreaming dreams that may or may not come true in the immediate future; but few university presidents lead a body of more devoted or abler instructors, and nowhere have the students better facilities for the major part of their work. That which interests us primarily here is that in all the prosperity of the university itself the summer term participates, enjoying advantages granted to none of the special summer schools elsewhere disconnected with higher institutions of learning. Not only do the students of the summer term use the same buildings and the same apparatus, and are assigned to the best quarters enjoyed by the students of

the regular sessions, but a goodly number of the faculty which has contributed so effectively to the enviable reputation of the university give the best of their labors there in summer, also. The remainder of the special faculty has been each term drawn from our leading universities and colleges, so that the staff of the last session was singularly fitted for the work in hand. One or two departments still need a little bolstering, but several changes and additions for the better are likely to be made before next summer when the management sees that, whether it will or no, the summer term insists on being known and teachers press in for registration. As usual, there were special religious exercises, the services being held in the Art museum.

It is no wonder then that with such an equipment and in such an atmosphere of academic life and luxuriant nature this recently established summer term should prove a success, but a great deal of credit for the showing is due also to Professor James Stacey Stevens of the department of physics, in whom there is a rare combination of scholarship, sympathy and tact. Professor Stevens served the university this year as the dean of the summer term, and from its opening hour until he was called away to Europe devoted his rare energy to the welfare of both student and faculty. To the same guiding hand will be committed the policy of the coming session in 1906, and it is certain that the work of the term will be planned and carried out on the broadest lines possible. What such a personality means to the new student, and especially the teacher coming to a summer school at a sacrifice of both time and money, will be seen at a glance: the teacher wishes to attain the highest possible results in actual growth and to receive the fullest credit for what he has done, but he is not sure of the wisest course to be pursued, nor does he know how best to distribute his forces at a time when nature calls imperatively for rest. Professor Stevens is a man of middle age and has enjoyed several years of teaching in large circles and of executive experience with wide responsibility, and various testimony has been given of his service to hard-working students who have entered on the work at Orono with serious misgiving. Fortunately, while the courses are of college and university grades, the plan is so flexible that the work can easily be adapted to the individual needs of each student, so that while it is expected that he who wins shall toil, the university in its summer term reaches down to the worker and encourages him at every step. In this great work the usual conditions incidental to a summer school so delightfully situated and in session during the vacation period work marvelously for success: social relations which could hardly exist at other times of the year and in an institution of several thousand students, bring professor and student face to face and soul to soul with each other, and the seeker for self-culture follows his leader with confidence and enthusiasm. Nor is the university itself indifferent or negligent as to the smallest detail in recognizing good work when it is once accomplished, and the fullest possible credit is given for the same. These credits, in the phraseology now current in higher institutions, are accepted not only by the university itself for those cases where students wish to work into the university step by step thru its summer term, but in a large number of the leading colleges of the country familiar with the standards long set at Orono. This will explain the composite character of the corps at the summer session. The majority of the students then are teachers, some of whom are pushing ahead to specialize in this or that subject in the hope of eventually commanding a position in a higher grade or in departmental work, or a larger salary such as the cultured mind always requires for its many intellectual wants, while some have no particular purpose in view other than to rest for part of each day by cessation of all activity or by reveling in the wonderful world of nature outside, and to devote a part of the time to some line of serious study. Most of all those who essay to profit materially by a systematic course of study eventually attain their ambition, and many stories of the greatest interest might be cited to show how, little by little, poor and hampered teachers working at the crossroads or in remote villages, encouraged by a kindly word from President Fellows or Dean Stevens, have lifted themselves out of their discouraging environment by work taken up at one summer term and finished often as late as the end of the two following sessions. Besides these teachers struggling upward while enjoying the needed change and rest which their stations of activity had not and could not give them, a fair number of workers in the summer term are always college students from both Orono and far-distant institutions who, for one reason or another, have fallen behind in their classes and are required to make up this or that condition before the opening of the fall. To this class, generally fond of athletics or perhaps as much in need as anyone of fresh, invigorating air, pure food, and inspiring exercise, the possibility of roaming around in the forests, of luxuriating in the wild-flower fields, of canoeing, boating, swimming, and even logging with the lumbermen in the intervals between study, has always been a magnet of the greatest power; and it is only a question of the summer term

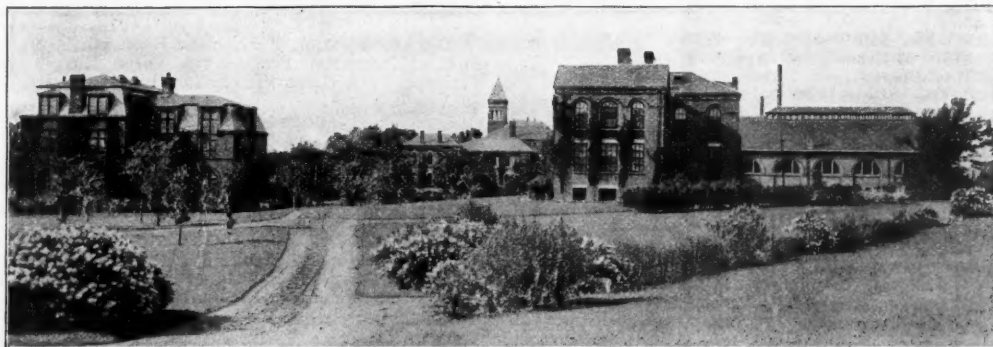
of the University of Maine becoming known, and the school will have more applications than it can entertain. There will always be a limit to the growth of the university itself, due in part to the rivalry of the still older and greater universities and the rigor of the long winter in Maine; but it is not too much to say that nature itself, affording for the summer term a charming and invigorating environment seldom found elsewhere and at a time when thousands in the Middle and New England states alone are seeking to flee the crowded cities, will contribute to build up a school greater in numbers than assembles there at any other time of the year. There is but one Maine in summer to those who know its unrivaled natural attractions, and one never leaves its dense forests, its timbered mountains and secluded lakes, its cool, sweet woodlands, its green pastures, its winding rivers, its ever-changing coast, without glorying in the fact that it belongs to our native land.

A glance at the courses offered in the summer term of the University of Maine this year will establish its claims in comparison with those of other summer schools and give promise of the greater opportunities which are sure to be afforded a year hence. In keeping with the demands of the day, pure science was strongly represented. Elementary laboratory and advanced courses in Physics, together with experimental lectures on General Physics, were offered by Dean J. S. Stephens, M. S., whose reputation for painstaking effort and happy presentation drew to him immediately a large circle. The mysteries of Organic Chemistry and lectures on Chemical Preparations, Quantitative Analysis, Volumetric Analysis and Toxicology and Urinalysis, together with the usual laboratory experiments, were presented by Professor Alfred Bellamy Aubert, M. S., for years Professor of Chemistry at Maine. Nature Study, now so much in demand, and which can be prosecuted with such abundant facilities at Maine, was conducted by Professor William Daniel Hurd, B. S., long an instructor of horticulture and agriculture in various colleges. Plants, soils, animals, plant diseases, insects and weeds, school gardens and the improvement of school grounds, and nature economics, were the subjects treated, at times the lecture-room being the well-ventilated hall of the university where the auditor saw the beauties of nature thru many fine lantern photographs, and again out in the open air, the woods, the fields, surrounded by the wonders of nature themselves. Extremely popular was the course in Botany in the field and the laboratory as given by Professor Marshall Baxter Cummings, an enthusiastic delver into the hidden things of the vegetable kingdom and a delightful lecturer on every-day science. Especial attention was given to the kinds, the habits, and the habitats of the plants about the university, as well as to the teaching of Botany in the secondary schools, and excursions were made to outlying regions, or the more interested students spent their hours profitably in the laboratories and greenhouses of Professors Welton Marks Munson, Ph. D., and Lucius Herbert Merrill, B. S., both of which gentlemen, tho not officially slated with the summer term, placed themselves with rare cordiality at the service of the enquiring students. In Mathematics the work was laid out by Professor Thomas Buck, B. S., of the university staff, and rigid drill in Plane Trigonometry, Solid Geometry, College Algebra, and Analytical Geometry, was afforded, the subject being handled in the spirit of the latest methods and research. Last but by no means least in the group of themes scientific were the excellent courses in Pedagogy by Professor Merritt Caldwell Fernald, Ph. D., LL. D., at one time president of the university, and long the honored professor of philosophy there. An extremely affable temperament, mellowed by age, characterizes the bearing and method of Professor Fernald, and with his reputation for scholarship doubtless had much to do with the large and steady attendance at his lectures on the Principles of Pedagogy and School Management, and History of Education.

Nor were the other courses deficient in variety or scope. Good English was entrusted to Professor Guy Andrew Thomson, M. A., who has gradually been acquiring an enviable reputation for thoro and sympathetic treatment and

a winning personality, and who now divided his force in talks on the principles of English Composition and Rhetoric—a course similar to that of a fall college term—to reviewing English prose and interpreting English poetry, to an elaborate course in Shakespeare and a discussion of the problems of teaching English in the schools. History fared equally well at the hands of Professor Arthur Guy Terry, Ph. M., a young lecturer of much promise from the University of Pennsylvania, whose devotion to his subject drew to him a corps of delighted auditors. In these carefully worked-out lectures Professor Terry discussed the political and social development of modern England, the Civil War and Reconstruction of America, and the Foreign Relations of the United States, giving an inside view of American diplomacy since the establishment of the Federal Constitution. Latin and Greek were taught by Professor John Homer Huddleston, Ph. D., whose researches in Grecian art and archeology have given him much enviable reputation. In the Modern Language field work was offered in both French and German, the French being taught by M. Eugene Louis Raiche of Boston, formerly Professor of French in the summer term, and the German by Dr. J. Perry Worden, Professor of Modern Languages in Kalamazoo college, Mich. Few teachers of French in America have had greater natural advantages than Professor Raiche, whose combined French and American training gives him facility in the presentation of the polished French tongue to the American mind, and whose agreeable manner draws the student to him. To the German department and its work Dr. Worden sought to bring a long and careful preparation in America and abroad, as a graduate of Columbia university, New York, and the University of Halle, Germany, and a post-graduate student in Holland, Germany, and France. Dr. Worden also enjoyed the advantages of extensive travel, and finds his greatest pleasure in studying both the literature and the language of a people thru its life, and in sharing his varied experiences with his classes.

But the work of the summer term of the university did not include merely the courses enumerated above: a well-selected course of lectures was arranged for months in advance, the subjects and treatment being largely popular in character; they were given in the cool hours of the evening when the audiences were often augmented by visitors coming six to eight miles by trolley from Bangor or other towns. Chief among the lectures and the one naturally scheduled first was "The Development of Modern Germany," a clear, highly interesting exposition by President George E. Fellows, for years one of the most widely called for lecturers on history in the University of Chicago, and long a student in Europe of Old World affairs. Dr. Fellows has a plain, unassuming manner, an easy, conversational delivery, and his position as an authority on certain periods in German political affairs lent additional value to what he had to say. Another lecture bringing light on a theme of the liveliest interest was given by Dean J. S. Stevens on "Modern Theories of Matter," in which the lecturer sought to make plain the revolution of ideas in the scientific world of to-day respecting the composition of the universe. A third discourse appreciated by both the student and the layman was a lecture on the mathematics of astronomy, by Professor James Norris Hart, C. E., M. S., Professor of Mathematics and Astronomy, and Dean of the university. The demonstrations were made in part in the lecture hall and in part in the observatory on another and a clearer evening, and gave exceptional intellectual pleasure. Busy as he was at all times, Dean Hart had a kindly word for everybody, and more than once cheerfully formed parties for a visit to the well-equipped observatory on the hill, where, for hours he directed the use of the equatorial telescope. Other lectures in the course were by Professor Horace Melvyn Estabrooke, M. A., Professor of English in the university, who talked of "Some Characteristics of Poetry"; State Superintendent W. W. Stetson, who showed "How to Appreciate Pictures"; Professor W. D. Hurd, B. S., who walked again with his students "Thru the World of Nature"; Librarian Ralph Kneeland Jones, B. S., who explained the theory and practice of "A Modern Library";



Buildings of the University of Maine.

Coburn Hall
(Biology)Fernald Hall
(Chemistry)Wingate Hall
(Physics)Holmes Hall
(Agriculture)Alumnae Hall
(Gymnasium)

Dr. Worden, who portrayed "Friedrich Schiller: Poet and Man," and gave the story of "Longfellow and His Friend Freiligrath." The Schiller lecture was illustrated with original photographs made by Dr. Worden during several years of special study in and around Weimar. The writer also gave an illustrated talk on "The Paris Exposition of 1900," and tried to suggest the fund of interest in "Germany: The Enemy or the Friend of America?"

Reference Books in Science.

The following list of reference books adapted to science courses in secondary schools has been suggested by the New York state education department:

PHYSICS.

- DANIELL. Text-book of Physics. Macmillan. \$4.00.
 EDSEER. Heat for Advanced Students. Macmillan. \$1.00.
 EVERETT. C. G. S. System of Units, with Tables of Physical Constants. Macmillan. \$1.25.
 GANOT (ATKINSON). Physics. Longmans. \$2.50. (Also William Wood & Co.)
 HOPKINS, G. H. Experimental Science. Munn & Co. \$4.00.
 JACKSON & JACKSON. Elementary Electricity and Magnetism. Macmillan. \$1.40.
 MAXWELL. Theory of Heat; revised by Lord Rayleigh. Longmans. \$1.50.
 THOMPSON, S. P. Elementary Lessons in Electricity and Magnetism. Macmillan. \$1.40.
 — Light, Visible and Invisible. Macmillan. \$2.00.
 WATSON. Elementary Practical Physics. Longmans. 90 cents.

CHEMISTRY.

- BENEDICT. Chemical Lecture Experiments. Macmillan. \$2.00.
 DOBBIN & WALKER. Chemical Theory for Beginners. Macmillan. 70 cents.
 HOLLEMAN. Text-book of Inorganic Chemistry. Wiley. \$2.50.
 LASSAR-COHN. Chemistry of Daily Life. Lippincott. \$1.50.
 MEYER, E. History of Chemistry. Macmillan. \$4.50.
 MUIR. Chemists. (Heroes of Science.) Young & Co. \$1.25.
 NEWTH. Chemical Lecture Experiments. Longmans. \$2.
 OSTWALD. Scientific Foundations of Analytical Chemistry. Macmillan. \$2.00.
 — Manual of Physico-Chemical Measurements. Macmillan. \$2.25.
 — Principles of Inorganic Chemistry. Macmillan. \$6.00.
 RAMSEY. Experimental Proofs of Chemical Theory for Beginners. Macmillan. 60 cents.
 — Modern Chemistry (Parts I and II.) Macmillan. 40 cents each.
 SMITH & HALL. Teaching of Chemistry and Physics. Longmans. \$1.50.
 THORPE. Essays in Historical Chemistry. Macmillan. \$4.00.
 — Outlines of Industrial Chemistry. Macmillan. \$3.50.
 VAN'T HOFF. Physical Chemistry in the Service of the Sciences. University of Chicago Press. \$1.50.
 WALKER. Introduction to Physical Chemistry. Macmillan. \$3.25.

BIOLOGY.

- LYOYD & BIGELOW. Teaching of Biology. Longmans, Green & Co. \$1.50.
 HODGE. Native Study and Life. Ginn & Co. \$1.50.
 SEDGWICK & WILSON. General Biology. Holt & Co. \$1.75.
 NEWELL. Outlines of Lessons in Botany. 2 v. Ginn & Co. 50 cents + 80 cents, \$1.30.
 ATKINSON. Elementary Botany. Holt & Co. \$1.25.
 JORDAN. Animal Studies. Appleton. \$1.25.
 COMSTOCK. Manual for Study of Insects. Comstock Co., Ithaca. \$3.75.
 CHAPMAN. Bird Life. Appleton. \$2.00.
 CONN. Story of Germ Life. Appleton. 35 cents.
 GRAY. How Plants Grow. American Book Co. 80 cents.
 MARTIN. The Human Body (adv. course). Holt. \$2.50.
 PARKER. Elementary Biology. Macmillan. \$2.60.
 BRITTON & BROWN. Flora of Northern United States and Canada. 3 v. Scribner. \$12.00.
 MACDOUGAL. Plant Physiology. Longmans, Green & Co. 75 cents.
 DANA. How to Know the Wild Flowers. Scribner. \$1.50.
 PETERSON. How to Know the Fruits. Macmillan. \$1.50.
 KEELER. Our Native Trees. Scribner. \$2.00.
 ANDREWS. Botany All the Year Round. American Book Co. \$1.00.
 BERGEN. Foundations of Botany. Ginn & Co. \$1.50.
 COLTON. Descriptive and Practical Zoology. Heath. \$1.50.
 NEEDHAM. Lessons in Zoology. American Book Co. 90 cents.

- WEED. Life History of Insects. Macmillan. \$1.50.
 CONN. Story of the Living Machine. Appleton. 35 cents.
 PRUDEN. Story of the Bacteria. Putnam. 75 cents.
 PEABODY. Studies in Physiology. Macmillan. \$1.20.

PHYSICAL GEOGRAPHY.

Laboratory Manuals.

- CHAMBERLIN, J. F. Field and Laboratory Exercises in Physical Geography. American Book Co. 50 cents.
 DARLING, F. W. and others: A Laboratory Manual for Physical Geography. 2pt. Atkinson & Mentzer pt. 1, 75c.; pt. 2, 50 cents.
 GILBERT, G. K. & BRIGHAM, A. P. Teachers' Guide and Laboratory Exercises to Accompany an Introduction to Physical Geography. D. Appleton & Co. 25 cents.
 TRAFTON, G. H. Laboratory Exercises in Physical Geography. In press. Ginn & Co.
 TARR, R. S. The Physical Geography of the State of New York. Macmillan. \$3.50.

The January Magazines—Articles of Special Interest to Teachers.

HARPER'S MAGAZINE.

- "The Chemistry of Commerce. 1—Catalytic Processes." Robert K. Duncan. "In Uptown New York." Charles H. White. "The Slave Trade of Today, Part VI. The Slaves at Sea." Henry W. Nevins. "Legends of the City of Mexico." Thomas A. Janvier.

THE CENTURY.

- "Railway Rates and Industrial Progress." Samuel Spencer. "The Yiddish 'Hamlet'." Israel Zangwill. "Franklin in France." John Hay. "Lincoln The Lawyer II." Frederick T. Hill.

APPLETON'S BOOKLOVERS.

- "Comedy: Of One Kind or Another." Brander Matthews. "The First Spanish Museum in America." E. T. Lander. "My Own Account of the First Day at Shiloh." Lew Wallace. "Recent College Architecture." Christian Brinton. "Japan: Our New Rival in the East." Harold Bolce.

ATLANTIC MONTHLY.

- "American Diplomacy." Francis C. Lowell. "The University Presidency." Andrew S. Draper. "Esperanto: the Proposed Universal Language." A. Schinz. "The Mujik and the New Regime in Russia." Herbert H. D. Pierce. "Significant Books: American Biography." M. A. De Wolfe Howe.

MC CLURE'S.

- "Reminiscences of a Long Life." Carl Schurz. "Railroads on Trial." Ray S. Baker.

SCRIBNER'S.

- "Letters and Diaries of George Bancroft. IV. Minister to Germany." George Bancroft, edited by M. A. DeW. Howe. "The Powers and the Settlement." Thomas F. Millard.

ST. NICHOLAS.

- "A Question in Natural History." Clara B. Creveling. "The Boy's Life of Abraham Lincoln." Helen Nicolay. "The Stories of Useful Inventions." S. E. Forman.

LIPPINCOTT'S.

- "Franklin's Trials as a Benefactor." Emma Repplier. "Memories of Some Generals of the Civil War." Wimer Bedford.

HARPER'S BAZAR.

- "Are American Women's Manners Deteriorating?" Florence H. Hall. "Women of the Great West. Part I." Marion F. Washburne.

THE OUTING MAGAZINE.

- "A Rational System of Physical Development." W. R. C. Latson, M. D. "Curiosities in Bird Structure." C. William Beebe. "The School and College World." Ralph D. Paine.

NORTH AMERICAN REVIEW.

- "The Organization of Scientific Research." Simon Newcomb. "Industrial Progress in Porto Rico." Beekman Winthrop. "A Great Victory for Honest Politics." Wayne MacVeagh.

HOUSE AND GARDEN.

- "Victor Mindeleff's Paintings." Leila Mechlin. "Italian Decorative Iron Work." Marchese Ridolfo Peruzzi Medici.

GOOD HOUSEKEEPING.

- "Handicraft. V." Bertha Mirabeau. "The Songs of Italy." M. T. Malby.

AMERICAN ILLUSTRATED.

- "Sentiments of the Schoolmaster." Creswell McLaughlin. "The Negro in Business." Booker T. Washington.

Salt rheum, with its burning, stinging sensation, is due to poor blood and is cured by Hood's Sarsaparilla, the great blood purifier.

The Educational Outlook.

The year book of the National Educational Association for 1905-06, together with the volume of addresses and proceedings of the association at Asbury Park, has been received from the office of Secretary Shepard.

On Dec. 14 and 15 the school boys and girls of Nebraska held a corn-growing contest, at Lincoln. Prizes were given for corn grown from five hundred kernels furnished by the Nebraska school of agriculture; for corn grown from seed furnished by county superintendents, and for exhibits of corn products cooked by Nebraska school girls.

Never before in the history of public education in Iowa has there been such a lack of teachers for the rural districts. One of the causes of this condition is the fact that many of the schools are some distance from railway stations and are not very desirable on that account. The salaries paid the teachers compare favorably with those of other states.

The teachers of Iowa are urging the legislature to take up the matter of state certification of teachers. The topic has been the subject of much discussion in various educational meetings thruout the state.

During the last thirty-three years the men teachers in Missouri have increased 18 per cent. in number and the women 353 per cent.

Supt. D. C. O'Conner, of the Norfolk, Neb., schools, has received an appointment as superintendent of education in the Panama canal zone. He will receive a salary of \$2,300 a year from the United States government. Mr. O'Conner has been actively identified with educational work in Nebraska for many years.

On Saturday, Dec. 23, the pupils of the Groszmann school, Plainfield, N. J., took part in a number of Christmas exercises, consisting of songs, recitations, tableaux representing the cradle songs of nations and leading up to the Madonna idea, and a Christmas play, "The Lost Reindeer."

The friends of the Rogers high school, of Newport, R. I., recently held a holiday bazaar for the benefit of the teachers' retirement fund. The souvenir program of the occasion contained a history of the Rogers high school, showing its steady growth from a small beginning to its present place of usefulness in the educational life of the state.

The citizens of Joplin, Mo., have established a truant school to which semi-incorrigible children of all ages are sent. One of the best rural teachers of Jasper county has been employed to control and teach the school. If the experiment proves a success other cities in the state may follow the example of Joplin.

Dr. J. T. Brown of the University of Iowa has been appointed principal of the state normal school of Wyoming.

Superintendent Kelley, of Grand Forks, in referring to the abolition of vertical writing in the grades above the fourth in Fargo, N. D., said that similar action had been taken in 80 per cent. of the schools of the United States.

The treasurer of Yale university issued a report on Dec. 13, in which he shows that there was an increase of \$1,347,135 in the total funds of the institution during the fiscal year which ended June 31 last. As a result of this increase the university is now fully self-supporting.

The little two-story brick house at 239 Arch street, Philadelphia, known as the "Old Flag House," where Betsy Ross designed the American flag, has been purchased for the government. The last payment on the property was made Dec.

14. A million people of the country are stockholders in the property.

The New York State Civil Service Commission will hold the following examinations on Jan. 13 at Albany:

Woman industrial teacher, state custodian asylum, Newark, \$360 and maintenance; physical instructor, state institutions, \$540 to \$1,200. The last day for filing applications for these examinations is Jan. 8.

State Supt. R. C. Cousins, of Texas, has issued an ultimatum to the effect that teachers must attend county institutes. As the teachers receive full pay for time spent at these meetings the order of the superintendent can hardly be looked upon as a hardship.

A Railroad High School.

The Pennsylvania railroad recently applied to the school officials of Altoona, Pa., for the privilege of equipping the high school of that city with complete appliances for the purpose of enabling young men and boys to make a systematic study of the work required of railroad men.

The offer of the company has been accepted. The equipment will cost \$18,000. Special instructors will be furnished by the company, all of them men who have spent years in practical railroad work.

State Circulating Libraries.

The educational department of the North Dakota state federation has announced that it will send out small libraries of from ten to twelve books each to towns in the state where there are no public libraries, provided local clubs will become responsible for the circulation of such books in the community. The expense of transportation must be borne by the community.

No More Football in Kansas City.

The principals of the Kansas City public schools recently held a meeting in which they passed a resolution barring football from the schools of the city. The resolution was introduced by Superintendent Greenwood, who denounced football as now played as a boy-killing and educational-prostituting sport. The resolution was passed by the principals by a vote of 38 to 8.

Progress of School Banks.

J. H. Thiry, of Long Island City, New York, has compiled an interesting table of statistics showing the progress of the school savings bank idea in the United States. The system is now in practice in 1,089 schools of 109 cities of twenty-two states. In these schools 191,009 pupils have saved \$2,782,012.27. Of this amount \$2,165,072.63 has been withdrawn, leaving the sum of \$616,939.64 in the names of the young depositors, on Jan. 1, 1905. All that a teacher has to do to start a school savings bank is to collect any money the children of her class desire to save.

Commercial Museum for Yale.

Thru the aid of the United States government, Yale university is to have a commercial museum. It will be the first of its kind in any American university. The museum will be a working laboratory for students in the courses offered by Professors Keller and Gregory in commercial geography.

One of the treasures is a valuable collection shown at the Portland exposition, which has been given by the Department of Agriculture. In addition, collections have been received from Alaska, Porto Rico, Hawaii, and the Canadian Northwest, all of which were shown at Portland. The new museum forms part of Yale's

laboratory work in the proposed co-operative Yale and Columbia colonial school for consular aspirants and persons assigned to government service in the Orient.

Pennsylvania Waking up.

During a recent meeting of the Pennsylvania State Federation, one of the members of the educational committee said that the local taxation in the state was inadequate to provide good schools, and he emphasized the need of better primary teachers and better salaries for them.

In the course of her remarks the speaker pointed out that there are public school kindergartens in but fourteen towns in Pennsylvania. The teachers in the rural schools are too young, as a rule, and she declared that too often politics and church enter into the choice of teachers. One of the needed reforms in the state, the speaker thought, is more women school directors. At the present time there are 6,789 men directors, and only forty-eight women occupying these offices.

Bequests for Education.

Mrs. Helen G. Coburn of Boston has bequeathed \$450,000 to various educational and philanthropic institutions. The amounts given for educational purposes are as follows: \$40,000 to Phillips Andover academy; \$10,000 to Calhoun's school, Calhoun, Ala.; \$10,000 to Radcliffe college; \$25,000 to Tuskegee normal and industrial institute; \$25,000 to Atlanta university, and \$10,000 to Berea college, Ky.

Loyal to Principal.

The students of the Troy, N. Y., high school are standing loyally by their principal, Mr. M. H. Walrath, who was recently removed from office by the board of education. In addition to refusing to go to school until their principal is reinstated, they have presented a petition to State Commissioner Andrew S. Draper, in which they call particular attention to the political reasons, which, they insist, were alone responsible for Mr. Walrath's removal.

New Policy at Harvard.

At a recent meeting of the faculty of Harvard university it was decided to permit students who have successfully passed the tests prepared by the college entrance examining board to enter Harvard college.

Harvard is the last of the large institutions to accept these examinations as satisfying her standard, and she does so now with the understanding that the examination books of all applicants are to be read by representatives of Harvard. The university will also retain the practice of holding her own examinations for such as desire to take them.

Supt. Emerson Dined.

The annual dinner of the Schoolmasters' Association of Buffalo, on Dec. 12, was made the occasion for many pleasant remarks concerning the work of city Supt. Henry P. Emerson. Supervisor Millard of the school department, in responding to the toast, "The Superintendent," reviewed the progress of educational effort in the city since Mr. Emerson became head of the school system.

Mr. Emerson came to Buffalo as superintendent in 1893, and since that time he has succeeded in bringing the work of the schools to a high state of efficiency. In all of his plans he has had the hearty support of the boards of education and the public in general.

The three-quarter length portrait of the superintendent painted by Edward

Dufner for the Schoolmasters' Association, recently unveiled, has been placed in the Albright art gallery. The portrait is said to be an exceedingly good likeness of Mr. Emerson and his friends are much pleased with it.

Great Lack of Teachers.

In company with other cities Philadelphia is suffering from a dearth of teachers for the elementary schools. The list of substitutes includes at present only seventy names. Last year an average of 150 were needed daily to fill the places of absent teachers. At certain times 200 substitutes were required.

It is thought that Superintendent Brooks will recommend to the board of education the advisability of offering greater inducements to out-of-town teachers to come to the city. He believes that the granting of a trial certificate for one year to teachers of two or more years' experience, and at the same time increasing the pay of substitutes to \$470 a year, would result in securing the services of well-qualified teachers from other parts of the state in sufficient numbers to meet the demands of the schools for the remainder of this term. The present salary of substitutes is \$1.50 for every school day, or about \$300 per year.

Dr. Andrews on Football.

Dr. E. Benjamin Andrews, Chancellor of the University of Nebraska, recently addressed the tenth annual meeting of the Association of State Universities at Washington. In speaking of the recent attack on football in schools and colleges he said:

"I approve, under reasonable regulations, all the usual forms of college sport—track athletics, tennis, baseball, basketball, football, and rowing—the rowing is not to be specially commended, partly because few can engage in it, and partly because it is not a safe sport for matches.

"Football itself does not deserve the censure it is now fashionable to mete out. The game is strenuous, which is its glory, for young men need training in that quality; but it is not rough in the sense usually assigned that word. Played under due oversight, football breeds, not callousness, but kindness and restraint.

"As schooling in alertness, courage, self-mastery, motor efficiency, exact discipline, and determination to achieve, it has no equal short of army or navy service. Its advantages reach not few, but many. Evils, of course, attach to the sport, as to everything worth while. These are to be deplored and repressed, not exaggerated or paraded. No few of these we ourselves create by artificial and unreasonable regulations on eligibility."

Keeping Pace with the Times.

Supt. Herbert W. Lull of the Newport, R. I. schools, says of the future teacher in his annual report recently issued: "In the ideal city schools, every teacher of the elementary grades will have had a normal education plus a half-year of practice under a skilled critic teacher, and then one or more years of successful experience in independent teaching before election to its schools. Further, the teachers of the higher elementary grades will be college graduates, and in the secondary grades (the high school), a college education will be demanded that has included a special study of the child mind, of the history of education, and of school management. When these conditions are a fact, the teaching profession will rank with the other professions, and salaries will of necessity be increased to meet these extra demands. From this ideal point of view, Newport, as well as other cities, has much to do, for at present only ten hold college diplomas and only fourteen normal. In spite of all handicaps due to insufficient preparation, and to the educational isolation of Newport, and to

the lack of the intense competition of a metropolitan district, a large majority of the teachers of this city have given themselves with all their time, energy, and heart to their school work.

"Those who live in changing conditions generally do not sense them. They must deliberately turn their thoughts backward and compare the then with the now. Daily life in the house, in the social life, and also in business relations and methods, has changed. This upward growth is a great deal more complex, demands more energy, requires closer application, and involves intenser competition. All these qualities are also seen in the schools. The fact may be regretted, but it must be admitted. The school work everywhere is not merely the whim of some superintendent, or school board, but it is the result of the demands of the times."

Interstate School for Delinquents

A delegation representing the Southern States favoring the establishment in the South of an interstate school for correction for dependent and delinquent children was received by President Roosevelt on Dec. 16. In addressing them he said:

"About all I can say to you is to express my very hearty sympathy with and belief in your purpose. The time of my life when I was brought into closest touch with conditions similar to those which you are trying to remedy was while I was police commissioner in New York city. At that time my closest friend and associate in all of my work was Mr. Jacob Riis, with whose books and writings you are all more or less familiar. I was even more impressed than I have been all along ever since I have been grown up, with the fact that if you are going to do anything permanent for the average man you have got to begin before he is a man. The older man is almost impossible to reform. Of course there are exceptional individuals, men who have been completely changed, not only after they have reached years of manhood, but after very advanced periods of life. But speaking generally, the chance of success lies in working with the boy, and not with the man. That applies peculiarly to those boys who tend to drift off into courses which mean that unless they are checked they will be formidable additions to the criminal population when they grow older. It is eminently worth while to try to prevent those boys becoming criminals, to try to prevent their being menaces to and expenses and sores in society, while there is a chance of reforming them.

"A year ago I was approached by the people interested in Colorado in their Juvenile Court, and they set an example which I wish could be followed all over the country, and particularly here in the District of Columbia. To the people of Colorado I expressed, as I express to you, my earnest belief in their work and told them that 'of course so far as my very limited powers here go, those powers will be at your disposal.' I think people rather often completely misapprehend what are really the important questions. The question of the tariff, the currency, or even the regulation of railroad rates are all subordinate to the great basic moral movements, which mean the preservation of the individual in his or her relations to the home, because if the homes are all straight the state will take care of itself."

A Vermont Conference.

The faculty of the University of Vermont are planning an educational conference of the state preparatory schools with the university, to be held in Burlington on January 11th and 12th. The committee in charge of the arrangements in announcing it, says: "That Vermont has educational possibilities far beyond what it has yet attained, is obvious to all. That the university has done and is doing some good work, more impartial judges

than the faculty members freely admit. But that even in the disadvantages the university suffers in some respects, notably in the emigration of so much promising talent, we might regain a large part of the old-time educational prestige of our state, or even surpass it, is not too much to hope for."

The committee of arrangements consists of Professors Frederick Tuffer and L. R. Jones of the university, and Prof. Isaac Thomas, principal of the Burlington high school. This committee is acting under the general supervision of a state committee, as follows: President Matthew H. Buckham of the university; State Supt. Mason S. Stone; Prin. W. A. Beebe of Peoples' academy, Morrisville; Principal Morrill of Randolph high school; Principal Alger of Vermont academy, and Superintendent Frazier of the Rutland schools.

Among the speakers who will address the conference are: Dr. F. H. Sykes, of Teachers college, New York city; Prof. Stockton Axson of Princeton; Prof. T. R. Lounsbury of Yale; Frank P. Sagen-dorph of St. Albans; Prin. John E. Coburn of Burr and Burton seminary, Manchester; Prof. Max A. Andrews of the University of Vermont; Prin. Edward D. Collins of the Johnson state normal school; Supt. Albert W. Varney of Bennington; Prin. Winthrop A. Abbott of Procter; A. E. Tuttle of Bellows Falls, and Prin. W. A. Beebe of Peoples' academy.

Tribute to Supt. Conley.

President John Brett, of the Boston school committee, recently paid the following tribute to the late Superintendent Conley:

"My acquaintance with him goes back many years, and I regarded him more as a friend than as an associate in public life. He was a gentleman of the finest instincts, warm, generous, and broad in his sympathies, courtly and undemonstrative in bearing, kindly of heart. His conception of duty was keen and lofty; his actions were the result of careful deliberation and were governed by a strong sense of justice and by an unchanging purpose. He brought to the office of superintendent of schools a knowledge of school affairs—gathered from a varied experience in positions of high responsibilities and dignity; and he was known as a scholarly, painstaking, and forceful official, beloved and respected by all. As a member of the state board of education, and for the past two years as superintendent of schools in Boston, he showed the same engaging qualities of mind and heart, the same comprehensive grasp of school needs and conditions, and the same wise and practical judgment on important and complicated educational problems. The schools of Boston have lost a zealous and devoted leader."

Report from Bibb County.

The thirty-third annual report of the public schools of the city of Macon and of Bibb county, Ga., has been received. In his special report to the board, Supt. C. B. Chapman says that during the past year an effort has been made to revise the course of study. After some time spent in studying and comparing courses of study in leading systems throughout the country outlines were prepared which have been used at the monthly teachers' meetings with great success.

As a result of these meetings the work in English is being gradually revolutionized. From the first year there is an effort to develop expression, there is less of technical grammar, and more attention is paid to the acquirement of correct speaking thru written exercises and thru a careful study of the course in literature.

The most pressing need in the Macon and Bibb county schools is an elective course in the high school.

In and Around New York City.

The board of superintendents has decided that the books prescribed for reading and study in English, for graduation from high schools in June, 1909, are to be those upon which the examination in January of the same year shall be based.

On Dec. 14 evening school No. 45, Manhattan, of which Miss Katherine Speir is principal, gave an interesting exhibit of the work accomplished so far this year in domestic art.

On Friday evening, Dec. 22, the members of the Alumni Society of Manhattan college listened to an instructive lecture on "The Last Three Centuries of Irish Literature," by Dr. Douglas Hyde.

At a recent meeting of the Society of the Doctors of Pedagogy of New York university, the following officers for the coming year were elected: Pres., Dr. John D. Melville; Vice-Pres., Dr. Jenny B. Merrill; Sec'y-Treas., Dr. Hannah W. De Milt. It was decided to hold the annual dinner of the society in January. The committee on arrangements consists of the three elected officers with the assistance of Dr. John F. Condon and Dr. Lizzie Rector.

The faculty of the Erasmus Hall high school of Brooklyn has decided to establish a museum in the new school building. The committee in charge of the matter is making an appeal to the friends of the school to co-operate "in placing in this museum everything that relates to the early history of Erasmus Hall. Old reports, school books, pictures, apparatus, programs, letters, newspaper references, etc., will be gratefully acknowledged."

The first course of lectures provided by the board of education came to a close during the week of Dec. 17. This marked the end of one of the most successful seasons in the history of the lecture courses under the direction of Dr. Leipziger.

Dr. Talcott Williams, editor of the Philadelphia Press, lectured before the students of Teachers college on Dec. 20, in connection with the course on "Contemporary Educational Problems." His subject was "Opportunity and the Public School."

Corporal Punishment Question.

A recent issue of the bulletin issued by the Brooklyn Teachers Association contains the following observation regarding corporal punishment:

"The non-responsible spirit of the children and youth of the present, who have had more done for them and less to do for others than any earlier generation, has some antidote in the possibility of even corporal punishment. Restricted to responsible heads of schools, corporal punishment in the later years of the city of Brooklyn was a tonic to school life. The indiscriminating and over-severe whipping of the past will never return. An increasing number will not use corporal punishment, preferring to travel the slower, circuitous, uncharted routes of correction. Prohibition is a theoretical short cut to reform. Better a growth in sound doctrine and practice of penalties. The worst of the case is that multitudes of children are brutally punished at home and regard themselves as practically unpunishable at school. Here is a problem for the human-hearted teacher who would not invoke the aid of outrageous parental support."

The chief claim advanced in favor of antikamnia tablets is that their use is not followed by depression. In cases of acute neuralgia, tested with a view of determining the pain-relieving properties of antikamnia tablets, they were found to exceed any and all others in rapidity and certainty of the relief given.

A New School Census.

Steps are being taken by the board of education of New York city to secure an appropriation for the purpose of issuing a school census next year. The last census was taken in 1897, and therefore is of little service at this time.

The law states that it is the duty of the state superintendent to take a school census which will show the number of persons between four and sixteen years of age, the number between twelve and twenty-one unable to read and write, and the number between these ages who are employed. The cities are required to bear the expense of the census taken within their boundaries. This law has been a dead letter.

An Exhibit and Dr. Haney.

On Dec. 13 an exhibition of drawing and constructive work by the pupils of public schools Nos. 1, 18, and 22 of the Bronx, was held in P. S. No. 18.

An interesting program for the parents and teachers was rendered under the direction of Miss Ball, principal of No. 18, assisted by Miss Bussing, of No. 1, and Miss Kelly, acting principal of No. 22. The exercises consisted of songs and physical exercises by the children of the different schools.

Dr. James P. Haney, director of art and manual training, was present and spoke on "The Desire of Beauty." In part he said: It is a fact that the desire for beauty is found in all races and makes itself evident at an early age. If cultivated it leads to taste. If left untrained the child suffers an arrested development—expressing itself in the adult in the same longing for garish colors and glittering forms that characterizes the impulses of childhood.

Of late years it has been seen that it is the part of the business of schools to cultivate the desire of beauty—to train the pupils to know what makes for good form, fine color, and appropriate design. This training has a commercial value; the pupil trained in taste can command a price for that knowledge; it also has a social value, a pupil so trained is in a position to mold and alter his environment and make his house a beautiful home; above all this training has a personal value, it reveals both nature and man to the child. Without it nature is a medley and man an enigma; with it the eyes are opened to the beauty which is all about us, in trees and clouds and in the marts and busy streets.

Much of the work of the exhibit was developed around centers as now practiced in many of the primary grades and showed much ingenuity and individuality.

New Academy of Music.

George Foster Peabody advocates the consolidation of the new Brooklyn Academy of Music with the Brooklyn Institute of Arts and Sciences. On condition that this is done Mr. Peabody offers to turn over to the institute his stock interest in the enterprise, and in addition an equal amount in cash. He hopes that such a move will lead to the establishment of a great school of music. The proposed new Academy of Music will cost \$1,000,000 and will be located on Lafayette avenue.

New Supervision of Music.

In a circular to the city principals, Superintendent Maxwell has made the following assignments in the music department: Dr. Albert S. Caswell, director of music, to have general charge and supervision of the teaching of music and of all teachers of music in the elementary schools of Brooklyn, the Brooklyn Training School for Teachers, and high schools throughout the borough, except the high school departments in Queens; and Dr.

Frank R. Rix, to have general charge and supervision of the teaching of music and all teachers of music in the elementary schools of Manhattan, Bronx, Queens, and Richmond, the New York Training School for Teachers, and the high school department in Queens.

Splendid Gift to Museum.

Mr. George H. Hearn, a business man of this city, has given \$100,000, and several rare paintings to the Metropolitan Museum of Art.

In announcing this generous gift Sir Caspar Purdon Clarke, director of the museum, said: "Mr. Hearn has started a movement which I hope will assume national dimensions. His stipulation that the money must be used for the purchase of the output of American artists is of much importance. It will do much toward stimulating interest in American art."

N. E. A. Committee Appointed.

The general committee of the N. E. A. at San Francisco having in charge the interests of the next convention has appointed the following executive committee, each member of which is chairman of a sub-committee having in charge specific interests, as follows:

Rufus P. Jennings, chairman, 25 New Montgomery street, San Francisco.

Alfred Roncovieri, president of the San Francisco board of education, chairman of committee on reception.

Thomas J. Kirk, state superintendent of public instruction, Sacramento, Cal., chairman of committee on excursions and transportation.

P. H. McCarthy, president of San Francisco building trades council, chairman of committee on halls.

Fred J. Koster, president of California Barrel Company, chairman of committee on police.

William H. Langdon, superintendent of San Francisco public schools, chairman of committee on program.

W. L. Crowall, president of W. L. Crowall Company, chairman of committee on hotels and accommodations.

James A. Barr, president of California Teachers' Association, Stockton, Cal., chairman of committee on membership.

R. B. Hale, treasurer of Hale Brothers, chairman of committee on publicity and printing.

Marcus L. Gerstle, of Thomas Gerstle & Frick, chairman of committee on finance.

Dr. Geo. K. Frink, president of Thomas Downing Company, chairman of committee on decorations.

A. H. McDonald, principal of Lincoln evening school, chairman of committee on registration and information.

Dr. Daniel C. Gilman was re-elected president of the National Civil Service Reform League at the recent meeting in Milwaukee. Dr. Gilman is one of the leading educators of America. He was president of the Johns Hopkins university from 1875 to 1902, and is now president of the Carnegie university at Washington.

A Bad Stomach

Lessens the usefulness and mars the happiness of life.

It's a weak stomach, a stomach that can not properly perform its functions.

Among its symptoms are distress after eating, nausea between meals, heartburn, belching, vomiting, flatulence and nervous headache.

Hood's Sarsaparilla

Cures a bad stomach, indigestion and dyspepsia, and the cure is permanent.

Accept no substitute.

Chicago Educational Notes.

At the meeting of the board of education of Chicago, on Dec. 6, City Superintendent Cooley reported that the board had accepted the offer of Mr. R. T. Crane to bear the expenses of carrying on the manual training in the five schools which had been selected for this work. By agreement with Mr. Crane the teachers are to receive their regular salaries as teachers in the elementary schools, and \$100 per year, or \$10 per month in addition.

Under the auspices of Prof. Graham Taylor and the trustees of Chicago Commons, including Miss Jane Addams and others, a local school for "philanthropic and civic training" has been established in Chicago. Its name will be "Chicago Institute of Social Science."

Supt. Nelson W. McLain, of the St. Charles School for Boys, Chicago, has resigned. In his letter to the board of trustees he stated that the need of rest after his long term of active work necessitated his resignation. This was accepted with regret by the board, which passed resolutions thanking the superintendent for his long and faithful service.

Mrs. Harriett Treadwell, president of the Teachers' Federation and principal of one of the Chicago public schools, says *The School Weekly*, will present a report from the charter committee of the federation to the charter convention, calling for three provisions, a fixed revenue for the board of education, a separate fund for teachers' salaries, and a pension system for teachers. The teachers believe that the new charter for the city of Chicago should provide for a better pension system for the teachers and aid in maintaining the teachers' pension fund. Such a pension system would insure a public school teacher that her last days need not be spent in extreme poverty, as is sometimes the case under the best management possible to one who lives for her school and those dependent on her.

Supervisory System of Chicago.

At a recent meeting of the board of education in Chicago it was broadly hinted that steps might be taken to abolish the entire supervising board of the public schools. One board member who

has expressed himself as against the reconstruction of the school system along the lines laid down by Dr. De Bey, declared that he believed the board of district superintendents should be abolished.

"I do not wish to be bothered by friends of the present system," he said, "and hence I have not made public my views. However, I will say that they are pronounced. I do not believe it to be expedient nor good business judgment to expend annually \$24,000 or thereabouts for superintendence. Furthermore, I believe that several of the present district superintendents should be removed because of their age. Three young, energetic, progressive men could accomplish the work now done by the board of six superintendents. I do not believe three district superintendents even are needed. A few office clerks could grant and issue transfers."

"The principals could report directly to the superintendent of schools and in that way other work done by the board of superintendents could be done away with. Within a month I shall present a resolution to the board calling for the abolition of the present system."

The district superintendents are Albert G. Lane, former superintendent of schools; Alfred Kirk, E. C. Delano, Charles D. Lowry, William C. Dodge, and Miss Ella C. Sullivan. Superintendents Lane, Kirk and Delano hold the record in the board for long service, the two latter have served the public schools of Chicago for more than forty years.

Chicago Evening Schools.

The public evening schools of Chicago have been closed because the appropriation has been exhausted. No more funds will be available until Jan. 1.

Many of the members of the board of education, as well as Superintendent Cooley, regard the free evening schools as one of the most important branches of the public school system. Since the night classes were started nearly 50,000 foreigners who could neither read nor write English have received instruction. The city superintendent intends to make a great effort to have the evening school appropriation doubled next year. In speaking of the work of the evening schools he said in an interview:

"There are now twenty-nine public evening schools and I believe with twenty-nine more we could not meet all the demands for evening instruction. With more schools the enrollment could be more than doubled. The evening schools should be opened to the day workers Oct. 1 and should not be closed until May 1."

"It would be necessary to employ a regular force of teachers should the term be lengthened, as the day school teachers would not be able to do so much work, but I believe this should be done, and the sooner it is done the sooner the immigration problem will be solved in Chicago."

Commercial Federation.

A meeting of the board of trustees of the American Commercial Schools Institution was held during holiday week at Chicago; in connection with the meeting of the National Federation of Commercial Teachers. Before the meeting many applications for affiliation had been received from a large number of private commercial schools. Many of these applications were favorably received by the board of trustees.

This movement promises to improve and elevate the standards of the private schools, and the work of the institution is attracting widespread attention.

According to the recent report issued by the United States commissioner of education at Washington there were 16,256,038 pupils enrolled in the common schools during 1905, or 20 per cent. of the entire population. The actual average number of days attended by each pupil enrolled is 102.

Counting students in colleges, private, elementary, and secondary schools, normal and other professional schools, and manual training schools, and special institutions more or less educational in their character, the grand total is 18,589,991.

Arrangements have been made for the opening of two new normal schools at Springfield and Maryville, Mo., next June. There will be a summer term of twelve weeks in each school, followed by the regular sessions in September. The board of regents have organized and it is thought that they will select the presidents for these schools next March or April.

Mathematics for the Last Half-Year

EXERCISE BOOK IN ALGEBRA

By MATTHEW S. McCURDY

A COLLECTION of more than 2,600 exercises, giving an especially thorough and effective drill upon those subjects which are needed in preparation for college entrance examinations. Many recent college entrance examination papers are also given. Would not such a book be of help to you and your classes in connection with your regular text-book, especially in preparatory work?

A PARTIAL LIST OF THE HIGH SCHOOLS AND ACADEMIES USING THIS BOOK

Pittsburg Academy, Pittsburg
Blair Academy, Blairtown
Wadleigh High School, N. Y. City
Peddie Institute, Hightstown, N. J.

Worcester Academy
Phillips Academy, Andover
St. Paul's School, Concord, N. H.
Springfield, Mass.

English High School, Somerville
Hotchkiss School, Lakeville, Ct.
Williston Seminary, Easthampton
University School, Providence

Cloth. 286 pages. With or without answers. Price, 60 cents.

ESSENTIALS OF SOLID GEOMETRY

By WEBSTER WELLS

OFFERS a practical combination of more desirable qualities than any other geometry ever published. By the inductive method of demonstration and by the unusually large number of original exercises, this book develops strongly the power of vigorous, independent, and logical thought.

Half Leather. 399 pages. Price, \$1.50.

COMPLETE TRIGONOMETRY

By WEBSTER WELLS

A NEW Trigonometry with many improvements, notably in the proofs of functions, the general demonstrations of formulae, the solution of right triangles, etc. Plenty of exercises, most of which are new, have been selected with great care, and are to be worked out with Four-Place Tables.

Half Leather. 148 pages. Price, 90 cents.

Boston
New York

D. C. HEATH & CO., Publishers

Chicago
London

Something Better Than Craps.

In a letter recently published in the *Outlook*, District Supt. Julia Richman makes a plea for games to be used by the children of the crowded districts of the lower East side. She points out that "shooting craps" for pennies is the game now most in vogue, and in order to counteract the insidious evil of gambling which grows out of this game, she asks for hints as to appropriate games which can be played on doorsteps, flag pavements, and cobblestones. The children will not leave off gambling until they know something else to play. Miss Richman says she has a plan by which she thinks better games can be substituted for gambling among the street boys. "These young Americans," she concludes, "would as lief spin tops as shoot dice—if they could. Give them games!"

He Had Seen That Letter Before.

Some people readily forget that they were ever young, and never recognize the fact that history is apt to repeat itself in individual humanity as well as in wider senses.

The parents stood gazing with frowning brows at their daughter, while she was trembling and weeping. Their frowns deepened as the mother wiped her glasses preparatory to reading a letter found in the girl's pocket. It began:

"Angel of my existence—"

"What!" cried the old man, "you don't mean to say it begins like that? Oh, that a child of mine should correspond with—but pray proceed, my dear."

"'Existence' spelled with an 'a' too," added the mother.

"Why, the lunatic can't spell," said the old man.

"It is impossible for me to describe the joy with which your presence has filled me."

"Then why does he attempt it, the donkey? But pray don't let me interrupt

you. Go on, go on—let joy be unconfined."

"I have spent the whole night in thinking of you—"

"That's picturesque, anyhow."

"And in bitterly deriding the obstinate, disagreeable old buffer, who will not consent to our union."

"Great Scott! So I'm obstinate, disagreeable, and an old buffer, eh? Oh, let me get at him!"

"But, Theodorus, my dear," interrupted the old lady.

"Yes, yes—one moment. I was about to observe that the hand that could pen such words would not hesitate to poison the most cherished relative."

"Theodorus, I didn't see this over the leaf."

"Eh? Let me see. Hum—"

"Yours, with all the love of my heart, 10th May, 1860. THEODORUS."

"Why, bless my eyes, it's one of my letters."

(Sensation.)

"Yes, pa," exclaimed the olive branch;

"I found it yesterday—only you wouldn't let me speak."

"You may go into the garden, dear. Hem! We've made a nice mess of it!"

He Remembered.

Mark Twain, who thoroly enjoys a good joke on himself, tells of a little boy of ten years old who was presented by his mother with a game of Bible cards, gotten up somewhat in the style of the familiar "authors," and intended to inculcate in the kindergarten mind the truths of the Good Book in an entertaining manner. The cards were arranged in groups of five each, with such headings as Moses, Joseph, Adam, etc., and each contained five questions relating to some point of biblical history concerning the character. In playing the game, the boy's father held the card Mark, and one of the questions was: "Who wrote the second book

of the New Testament?" The boy, not being over-familiar with the Bible, hesitated a moment, then said, "Mark Twain!" with promptness and conviction. —*Harper's Weekly*.

They Rank' High.

The people who keep it to themselves when they feel out of sorts and downcast and perplexed have a large claim on the world's gratitude. There is always a run on the bank of Sympathy. Most of those we meet, from the man with a grievance down to the one who has not eaten for twenty-four hours, are calling on us to be sorry for them. The girl who says nothing about her headache, who keeps to herself the snub or slight which left a sore spot in her heart, is a heroine in a small way. The young man who sticks to his work when he is so nearly ill that the least effort is a burden, and keeps his temper in control, tho a thoughtless remark will set his overstrained nerves to quivering, deserves more credit than some generals who win promotion because of their victories. Those who suffer and say nothing, whether their suffering is of the mind or body, rank high in the world's list of heroes. —*Y. P. Weekly*.

Definition of Railway Tickets.

A little schoolgirl's definition of a railroad ticket is worth repeating. In a composition written in one of the Boston primaries on "A Railway Journey," the little one says, among other things:

"You have to get a ticket, which is a piece of paper, and you give it to a man, who cuts a hole in it and lets you pass thru." —*Boston Herald*.

Sins of Omission.

Clergyman (examining a Sunday school class).—Now, can any of you tell me what are sins of omission?

Small Scholar.—Please, sir, they're sins you ought to have committed and haven't. —*Exchange*.

The Latest and Greatest Improvement of the Writing Machine is the

New
Escapement

of the



Remington
Typewriter

It sets a new standard for LIGHTNESS OF TOUCH, SWIFTNESS OF ACTION, and PERMANENT EXCELLENCE OF WORK. The NEW REMINGTON

MODELS also have a New Variable Line Spacer, New Side Guide, New Two Color Lever and other important improvements.

Remington Typewriter Company

325-327 Broadway, New York

Branches Everywhere

The

Up-to-Date Question Book

A new edition, just issued, with subjects in History and Geography specially brought up to the present day of

Shaw's National Question Book

keeps it, as it has been since its publication, the best work of its class for teachers.

- (1) It is authoritative.
- (2) It is carefully divided into the grades recognized by most states in their teachers certificates.
- (3) This feature encourages advancement, not servile copying.
- (4) It contains about 3000 questions in 77 branches of study.
- (5) Answers are separate from the questions—a most important point.
- (6) As a reference work, to renew studies, or for asking class questions of the class, it has no superior.
- (7) It is beautifully printed and durably bound.

It will save to any teacher of every grade many times its cost every year in needless work and brain worry.

Price, \$1.75 postpaid.

Live Agents Wanted to Sell it.

One agent with several helpers has sold nearly 20,000 copies. Attractive terms, address,

UNITED EDUCATIONAL CO., 61 East Ninth St., New York

EIMER & AMEND

205-211 Third Ave., New York

Manufacturers and Importers of
**Chemicals, Chemical Apparatus,
Physical Apparatus, Solen-
tific Instruments.**

Everything needed in the Laboratory. Glass
Blowing done on the premises. Metalware
Manufacturing Department in the House.



MENNEN'S
BORATED TALCUM
TOILET POWDER

When the Snow Flies
and biting, frosty air roughens the skin, use Mennen's
—it keeps the skin just right. A positive relief for
chapped hands, chafing and all skin
troubles. Mennen's face on every box—be sure that
you get the genuine. For sale everywhere or by mail,
25c. Sample free. Try Mennen's Violet Talcum,
GERHARD MENNEN CO., Newark, N. J.

NEW YORK UNIVERSITY SCHOOL OF PEDAGOGY

(Washington Square, New York City)

New Courses Beginning in February

1. Principles of Physical Training, Dr. Gulick.
 2. Sociology, Prof. MacDougall.
 3. Special Method in History and Reading, Dean Balliet.
 4. Nature Study, Mr. Hunter.
- These will be full thirty-hour courses and credit
will be given for them.
The School offers twenty-eight different courses
in education and related sciences.

For Descriptive Circular address the undersigned

THOMAS M. BALLIET, Dean

Educational Foundations

Educational Foundations

SEPTEMBER
1905

35c. a Pair. 50c. a Doz. a Doz.

teachers who wish general but systematic work along
educational lines."—FRAN. W. B. GUNNISON, Erasmus
Hall High School, Brooklyn, N. Y.

UNITED EDUCATIONAL COMPANY
61 East Ninth Street New York

Literary Items.

We have referred to the need of suitable books that aim to direct young people in the path of life, and find one that has a special value. It is entitled "Making the Most of Ourselves," and Mr. Calvin Dill Wilson, the author, has certainly produced a valuable book. There are forty-nine chapters, and we should be glad to give the titles of all of them: Reading the Bible; Making Things Better; Listening Well; Church Going; Pluck, are a few of them. The work is really a most valuable one, and we advise anyone who wishes to do a young man real service to present him a copy. The advice is so simple and practical that the reader can apply it. The keynote is educate yourself; employ all opportunities for improvement. A. C. McClurg Co., Chicago.

The volume entitled "135,000 Words Spelled and Pronounced" was prepared by John H. Bechtel for office, school, and library use. It is unquestionably a most valuable book for the teacher, student, or other person who has frequently to inform himself as to the niceties of language. It contains hints and illustrations for the use of capitals, italics, numerals, and compound words, also rules for syllabification and punctuation and a large list of homophones. The book has so many excellent features that we cannot notice them all; here are a few that will recommend it to all who are seeking a guide thru the intricacies of our mother tongue:

In regard to spelling and pronunciation the standard authorities have been diligently compared, in order to determine the best spelling and pronunciation. In cases where several forms are in good current use, that which appears to have the greatest weight of authority is placed first, with the variant form or forms following. All words whose pronunciation cannot be clearly and accurately set forth by the accepted orthography have been respelled to show the true pronunciation. In making the pronunciation the needs of those having a fair knowledge of the idiom of the language have been kept in view. In order to avoid confusion, therefore, the minor distinctions of the vowel sounds have been ignored.

All who have occasion to write are perplexed at times to know just where to divide a word at the end of a line. Every word of more than one syllable in the vocabulary has been divided into its syllables. Another feature that will commend itself is the grouping of derivatives and related words so that they are all brought under the eye at once. In the compounding of words there is a great confusion in practice; in this book, faithful endeavor has been made to represent the best current usage. So also the best current usage in the use of capitals is set forth. All words and expressions in this volume that retain their foreign form and pronunciation have been so indicated and have been italicized. This by no means exhausts the list of useful features of the book. The ambitious student of English should surely have it among his works of reference. (George W. Jacobs & Company, Philadelphia. Price, \$2.00 net.)

"It was one of the soldiers' huts at Sparta. Fifteen men, young and old, sat at mess. The heavy table before them had no cloth and few dishes. The seats were backless benches. The ceiling and walls of the hut were of rough, round logs. The floor was of dirt. Against one of the walls leaned long spears. The men were clothed in coarse,



Only Direct
All-Water Route
Between

**New York, Boston and
Charleston, S. C.
Jacksonville, Fla.**

St. Johns River Service between
Jacksonville, Palatka, De Land,
Sanford, Enterprise, Fla., and in-
termediate Landings

The "Clyde Line" is the favorite route be-
tween NEW YORK, BOSTON, PHILADELPHIA,
and EASTERN PORTS, and CHARLESTON, S.
C., and JACKSONVILLE, FLA., making direct
connection for all points South and Southwest

**Fast Modern Steamships
and Superior Service**

THEO. C. EGER, C. M.

WM. P. CLYDE & CO., General Agents
19 State Street, New York

JOY LINE

TWO LINES

BETWEEN

NEW YORK & NEW ENGLAND

First Class Passenger, Ex-
press and Freight Service.

RATES ALWAYS THE LOWEST

BETWEEN
**NEW YORK AND
PROVIDENCE**

BETWEEN
**NEW YORK AND
BOSTON**

Direct Steamer—Sat-
urdays from New York;
Wednesdays from Bos-
ton. A most delightful
trip of about 24 hours.

Steamer every Week Day
all year round.

For information address

JOY STEAMSHIP COMPANY

308 Congress Street, South Water Street,
BOSTON, MASS. PROVIDENCE, R. I.
Phone 6400 Main. Phone 231-233 Union
Pier 36 East River, NEW YORK Phone 800 Orchard

PRACTICAL AND ARTISTIC BASKETRY

By LAURA ROLLINS TINSLEY

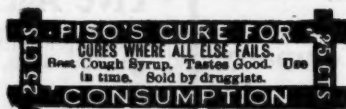
The First book published on Basketry,
designed expressly for teachers
and schools.

Basketry and Raffle Work is now a part of the
New Course of Study of the Schools of Greater
New York and many other cities. This is the
only book published which will meet the re-
quirements of school use. The work is profusely
illustrated with drawings and photographs of
Basketry.

Cloth 12mo. Price, \$1.00 net.

United Educational Co.

61 East 9th St., New York



To Florida

More of you will go this year than ever before. Your actual moving day may be months ahead, but your "thinking over" time is near.

The Southern Railway

Offers you the best there is in Florida travel. Write for what you want to know.

A. S. Thweatt, E. P. A.
1185 Broadway, N. Y. City

S. H. HARDWICK, P. T. M. W. H. TAYLOR, G. P. A.
WASHINGTON, D. C.

READ

Get the news of the day into your school-room and thus enliven all history, geography, etc.

OUR TIMES

Blackboard Stencils

Are the cheapest, handiest, most satisfactory means of illustration in school. Our list comprises over 500 subjects. Send 10 cents in stamps and we will send you two samples for trial—a map of North America and a drawing or language lesson—together with catalog containing complete list. See special list for Thanksgiving and Christmas on page 360 of this issue of *TEACHERS MAGAZINE*.

UNITED EDUCATIONAL CO., 61 E. 9th St., N. Y.

MENEELY & CO. BELLS
School & other
WATERVLIET WEST TROY, N. Y.
The Finest, Highest Class Bells Made

"He had small skill o' horse flesh
who bought a goose to ride on." Don't take
ordinary soaps
for house cleaning
THE PROPER THING
is **SAPOLIO**
—Try a cake of it and be convinced.—

gray chitons. There was no shine of gold or flash of color to make the place beautiful. But there were some things there more beautiful than gold or gay cloaks—the men's broad shoulders, the working muscles of their brown arms, their high-lifted heads, and tumbled hair."—So begins *MEN OF OLD GREECE*, by Jennie Hall. It is a paragraph to arouse the interest of young people, especially boys, and the interest will continue thruout the book. The stories of the Greek heroes are well told, so much so that the reader lives for the time being in ancient Greece. There are just four of the heroes mentioned—enough for this kind of book—Leonidas the Spartan, Themistocles the Athenian, Phidias the artist, and Socrates the philosopher. The volume is bound in cloth and is printed in large type. There are eight full-page plates and forty-three illustrations in the text. (Little, Brown & Company, Boston. Price, 60 cents net.)

Pointed Paragraphs.

Necessity knows no law, but that is no excuse for a lawyer.

Wise men make hay while the sun shines, but fools make it by gaslight.

From your neighbor's point of view phenomenal success is merely a case of bullhead luck.—*Chicago News*.

California.

Thirty Days' Tour via Pennsylvania Railroad.

The Pennsylvania Railroad Company has arranged for a special personally-conducted tour thru California, to leave New York, Philadelphia, Baltimore, and Washington on Jan. 25 by the "Golden Gate Special," composed exclusively of Pullman parlor-smoking, dining, drawing-room, sleeping, compartment, and observation cars, returning by Feb. 23. This special train will be run over the entire route. The best hotels will be used where extended stops are made, but the train will be at the constant command of the party.

Round-trip tickets covering all necessary expenses, \$375 from all points on Pennsylvania railroad, except Pittsburg, from which point the rate will be \$370.

For itineraries and further information apply to ticket agents; C. A. Studts, Eastern Passenger Agent, 263 Fifth avenue, New York; Hugh Hasson, Jr., Passenger Agent Baltimore District, Baltimore, Md.; B. M. Newbold, Passenger Agent South-eastern District, Washington, D. C.; Thos. E. Watt, Passenger Agent Western District, Pittsburg, Pa.; or address Geo. W. Boyd, General Passenger Agent, Philadelphia.

Rest and Health for Mother and Child.

Mrs. WIKLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS FOR THEIR CHILDREN WHILE TEETHING WITH PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.

INSOMNIA

"I have been using Cascarets for Insomnia, with which I have been afflicted for over twenty years, and I can say that Cascarets have given me more relief than any other remedy I have ever tried. I shall certainly recommend them to my friends as being all they are represented." Thos. Gillard, Elgin Ill.



Pleasant, Palatable, Potent, Taste Good, Do Good, Never Sicken, Weaken or Grip, 10c, 50c, \$1.00. Sold in bulk. The genuine tablets stamped C.C.C. Guaranteed to cure or your money back.

Sterling Remedy Co., Chicago or N.Y. 597
ANNUAL SALE, TEN MILLION BOXES

THE GREAT ATLANTIC & PACIFIC TEA COMPANY

ESTABLISHED 1859

has done more for the people of these United States in REDUCING the prices of

TEAS, COFFEES, SPICES, GROCERIES and BUTTER

than any other known concern in the country. Their customers can always depend upon getting the

BEST GOODS AT THE PRICES OF THE CHEAPEST.

Goods are always FRESH and strictly PURE. Use A & P Goods and have a happy home.

STORES IN ALL THE PRINCIPAL CITIES OF THE UNITED STATES. HEADQUARTERS, WEST AND VESTRY STREETS, NEW YORK.

Ten Books on Teaching.

which should be in every teacher's library

PARKER'S TALKS ON TEACHING	\$1.10
PAGE'S THEORY AND PRACTICE	72c
SPENCER'S EDUCATION	90c
QUICK'S EDUCATIONAL REFORMERS	1.10
KIRKPATRICK'S INDUCTIVE PSY'LG'Y	86c
HUGHES' MISTAKES IN TEACHING	50c
SHAW'S NATIONAL QUESTION BOOK	1.75
MUNSON'S EDU. THROUGH NATURE	1.35
KELLOGG'S SCHOOL MANAGEMENT	50c
HINTZ' BLACKBOARD DRAWING	30c

The prices given are the net postage paid. Discount for the set by express. Send for Teachers' Catalog describing these and hundreds of others, to

United Educational Co.
61 East 9th St., New York

Please mention this paper when writing.

Teachers' Agencies.

THE BREWER TEACHERS' AGENCY

ESTABLISHED 22 YEARS
POSITIONS FILLED, 7,500

1302 AUDITORIUM BUILDING
CHICAGO

BRANCH, 491 ASHLAND AVE., BUFFALO, N.Y.

Kellogg's Agency

31 Union Sq., New York

Steady call for teachers. Fills best positions; four last year; average, \$300 each. Recommended by Eastern colleges and Normal Schools. 18th year. For quick work, call, phone or wire.

16th YEAR 17-21 E. VAN BUREN ST. CHICAGO
THE CLARK TEACHERS' AGENCY
R. F. CLARK, Mgr. SEND FOR OUR PLATFORM

ALBANY TEACHERS' AGENCY Provides Schools of all Grades with competent Teachers. Assists Teachers in obtaining Positions. HARLAN P. FRENCH, 81 Chapel Street, Albany, N. Y.

Schermerhorn TEACHERS' AGENCY Oldest and best known in U. S. Est. 1855
3 East 14th St., New York JOHN O. ROCKWELL, Manager.

THE FISK TEACHERS' AGENCIES

4 Ashburten Place, Boston. 156 Fifth Ave., N. Y. 1505 Penn Ave., Washington.
203 Michigan Boulevard, Chicago. 414 Century Building, Minneapolis.
533 Cooper Building, Denver. 313 Rookery Block, Spokane. 94 7th St., Portland
518 Parrott Building, San Francisco. 525 Stimpson Block, Los Angeles.

JAMES F. McCULLOUGH TEACHERS' AGENCY RAILWAY EXCHANGE BUILDING :: CHICAGO
A SUCCESSFUL SCHOOL AND COLLEGE BUREAU

NOW is the time to Register. Vacancies occur right along through the year.
Membership good until the close of the season 1906-7. Write for circular and blank to-day

AN AGENCY THAT RECOMMENDS ALL OVER THE COUNTRY Some Interstate appointments of Women Teachers this year
Pa. to Me.—Anna L. Bard, Factoryville, to Aroostook Normal. Pa. to Mass.—Rose E. Loetzer, Sayre, to Saadfield. Mass. to Conn.—Mary E. Allen, South Hadley, to Shelton. N. Y. to N. J.—Mrs. Mary Morris, Amsterdam, to Point Pleasant. Va. to Pa.—Roxanna E. Marsh, Lynchburg, to Weatherley. N. Y. to Md.—Martha Smith, Syracuse, to Frostburg Normal. N. Y. to Va.—Ada M. Mallory, Phoenix, to Ochatam. Ohio to W. Va.—Emma McKean, Cleveland, to Wesleyan University. N. Y. to La.—Florence E. Adams, Rochester, to Straight University. N. Y. to Mich.—Elizabeth B. McLellan, Ithaca, to Ypsilanti Normal. Cal. to Colo.—Frances C. Helden, Redland, to Denver Normal.

These are only specimens, but they show our geographical range. Send for circulars.
THE SCHOOL BULLETIN AGENCY, C. W. BARDEEN, SYRACUSE, N. Y.

FISHER TEACHERS' AGENCY
A. G. FISHER, Prop. LONG EXPERIENCE, PROMPT, RELIABLE. 120 TREMONT ST., BOSTON

THE ALBERT TEACHERS' AGENCY
C. J. ALBERT, Manager 378 Wabash Avenue, Chicago, Ill.

Our Twenty-First Year Book contains valuable information not only about this Agency but about schools in general. Sent free to any address.

"EDUCATION IN ORDER TO BE A PREPARATION FOR LIFE SHOULD BE A PARTICIPATION IN LIFE."

Extract from an address by W. T. Harris, U. S. Commissioner of Education.

NO TRUER WORDS WERE EVER SPOKEN. All who are charged with the education of the young should recognize the vital necessity of introducing CURRENT EVENTS IN SCHOOLS, above the Sixth Grade. The only possible barrier—the expense—has been removed by the exceptionally low price at which OUR TIMES is now offered—sixty cents (60c.) a year in clubs of ten seventy-five cents (75c.) a year in clubs of five.

UNITED EDUCATIONAL CO., 61 East Ninth Street, New York

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

A Successful Teacher's Tool-Chest

Every successful teacher has been a close and thorough student of the art of teaching. Besides her own aptitude she has constantly at her command the best counsellors obtainable—the books of those who have been most efficient in their career. We offer the enterprising teacher the following selection of books as a working tool-chest.

Fitch's Lectures on Teaching

By SIR JOSHUA G. FITCH. A very handsome edition of an educational classic.
Chapter I. The Teacher and his Assistants. Chapter II. The School, its Aims and Organization. Chapter III. The School Room and its Appliances. Chapter IV. Discipline. Chapter V. Learning and Remembering. Chapter VI. Examining. Chapter VII. Preparatory Training. Chapter VIII. The Study of Language. Chapter IX. The English Language. Chapter X. Arithmetic as an Art. Chapter XI. Arithmetic as a Science. Chapter XII. Geography and the Learning of Facts. Chapter XIII. History. Chapter XIV. Natural Science. Chapter XV. The Correlation of Studies.
Our edition is printed from new plates in large, clear type, and contains 468 pages; the binding is handsome library cloth; the frontispiece is a fine portrait of Mr. Fitch; topic side headings are inserted to aid the reader. \$1.25; net 90c.; postage 10c.

Fitch's Improvement in the Art of Teaching

By SIR J. G. FITCH. Points out in clear language the means by which one may become a good teacher. Also contains a course of study for teachers. It is based upon the idea so prevalent in the best normal schools to-day that the young teacher needs to SEE good teaching, if possible, and have its defects and excellencies pointed out. 16 cents.

Fitch's Art of Securing Attention

By SIR J. G. FITCH. The Art of Securing Attention is at the foundation of all discipline and its mastery essential to success. This little book, by one of the greatest teachers of our time, is full of helpful advice—it gives the foundation principles. There is no teacher who will not be helped by it. Mania covers. 15 cents.

Hughes' Mistakes in Teaching

By JAMES L. HUGHES, Inspector of Schools, Toronto, Canada. This remarkable book is without doubt the most valuable to the average teacher of any published. In a plain, sensible manner the author notes the chief faults in school management, in discipline, in methods, in aims, in normal training, and how to avoid them.

Hughes' Securing and Retaining Attention

By JAMES L. HUGHES. This is the best book on this subject.
CONTENTS. I. General Principles. II. Kinds of Attention. III. Characteristics of Good Attention. IV. Conditions of Attention. V. Essential Characteristics of the Teacher in Securing Attention. VI. How to Control a Class. VII. Methods of Stimulating and Controlling a Desire for Knowledge. VIII. How to Gratify and Develop the Desire for Mental Activity. IX. Distracting Attention. X. Training the Power of Attention. XI. General Suggestions Regarding Attention.

Hughes' How to Keep Order

By JAMES L. HUGHES. Easily the most sensible, practical helpful book on this subject. Here are titles of a few paragraphs under Incentive Agencies: Fear; Love of Praise; Ambition; Emulation; Competition; Pride, Desire to Please, Delight of Co-operation, Sympathy, Delight in Overcoming Difficulties, Desire to Know, Love of Change, of Activity, of Work, etc. There is no teacher who will not be greatly benefited by reading it. 15 cents.

Kellogg's School Management

By AMOS M. KELLOGG, Editor of the School Journal. This book is entirely devoted to the government of a school—the most difficult of all school work, and it is filled with original and practical ideas on the subject. It is invaluable to the teacher who desires to have his school "well-governed."
1. It suggests methods of awakening an interest in the studies and in school work. 2. It suggests methods of making the school attractive. 3. Above all it shows that pupils to be well governed must be self-governed. It shows how to develop self-government in the pupils. 4. It shows how regular attendance, industry, and courteous behavior may be secured. 5. It has been translated into Spanish and Japanese. 124 pages; cloth. 50 cents.

Taylor's Art of Class Management and Discipline

By JOSEPH S. TAYLOR, Ph.D.; Asst. Supt. N. Y. City Schools. A book for the class teacher. Discipline is always the first problem a beginner has to solve in the school-room. It remains a question of paramount importance throughout a teacher's career.

United Educational Company
61 East Ninth Street, New York

ADD YOUR

